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ABSTRACT

The module is designed to equip educators with some skills in understanding the feelings of parents of handicapped children, listening, contacting parents, and planning activities for parental involvement. Separate sections cover the four program components: parent feelings, parent contact techniques, evaluation of a parent involvement program, and the Project FIND parent involvement program. Appended are four booklets on learning games; a parent guide on everyday problems of young children; and a parent booklet on activities for summer play involving recreation, instruction, and nonsense. (SBH)

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DEVELOPING EFFECTIVE PARENT INVOLVEMENT TECHNIQUES

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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EC110394

PROJECT FIND

GPISD

Developing Effective Parent Involvement Techniques

Developed

By

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1977

*FINDING INDIVIDUALS NEEDING DIRECTION

The primary purpose of Project FIND is to develop a system for locating, identifying and referring for appropriate services all handicapped children in a school district between the ages of three to twenty-one. The search and provision of services to all children, no matter how severe the handicap, is known as the ZERO-REJECT concept.

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RATIONALE

One of the least tapped sources of education for handicapped children is involvement of the parents in furthering the development of their child's potential. Lack of communication between educators and parents is at least partially responsible for this void.

Therefore, this module has been developed in an effort to bridge this gap and equip educators with some skills in understanding parental feelings, listening, contacting parents, and planning activities for parental involvement.

The sharing of experiences and activities will hopefully be useful to anyone wishing to begin a parent involvement program with parents of handicapped children. When this type of program begins, educators are called upon to interact with parents but probably have received very little training in this area. This module will attempt to build a rationale for involving parents and submit some tested procedures to use with them.

COMPONENT ONE

PARENT FEELINGS

BY

PHYLLIS HILL, R.N.
JO ANNE ROWLEY, M.A.

Understanding Parent Feelings

Activity I. Read the following questions rating yourself yes or no on a separate sheet of paper.

1. Can you name some of the stages of accepting a handicap that parents may go through? Yes No

2. Do you know some of the burdens that are carried by parents of handicapped children? Yes No

3. Can parents effectively teach their children? Yes No

4. Do you know some important points to consider when planning for parent involvement? Yes No

5. Can you list some good and bad parent attitudes? Yes No

6. Do you know characteristics of handicapped children as reported by: Yes No

Parents Yes No

Teachers Yes No

Psychological Evaluation Yes No

7. Do you know how various parents reactions to handicapping conditions affect the child? Yes No

*NOTE Complete this section of the module if you answered "No" to any of the above questions.

Activity II.

Read the following on "Understanding Parent Feelings."

Understanding Parent Feelings

The majority of parents look forward eagerly to the birth of their child. Frequently they see their infant as an extension of themselves, dreaming of the many things he will do that they, the parents, have never succeeded in doing. Few, if any, parents are prepared for the birth or diagnosis of a handicapped child.

Often, the handicapped child cannot live up to parental expectations and is rejected by his parents because of feelings of shame and guilt toward his condition. Frustration over this child may become so severe that he becomes a constant source of irritation and embarassment to the family, even to the point of disruption within the family unit.

It is hoped that this section of the module will aid in understanding the many modes of expression and types of reactions seen in parents and families of handicapped children. It is vital that the parent be understood--not so much what he or she says, but what the parent means.

Only through gaining insight into parental feelings and attitudes can we hope to offer any real and lasting help to the handicapped child. It is most important that parents of children with problems be seen as human beings. Some of them are mature, emotionally healthy people, able to cope with the strains of daily living. Others are neurotic, unstable people, overwhelmed by the stressful situation in which they find themselves.

Ours is a child-centered society. Many parents are made to feel the "almightiness of the child" through reading current child care books and listening to speakers on television. They are made to feel that great sacrifices must be made for the cause of the child. In essence, the child becomes more important than the parents or the family unit.

When talking with parents, the alert observer can pick up many "messages" which show that the parents are under strain. Occasionally, a parent says, "I have my own life to live--I can't devote all my time to this child." Upon first examination, this attitude seems selfish and self-centered. The parent may appear to be rejecting the child. However, of all the "stress reactions," this one is probably the healthiest. The parent is asking for help, as the burden is becoming too great for him to handle; but he is able to see himself as an individual with needs of his own.

"I have no patience with my handicapped child. When I work with him, I get nervous," a parent may relate. This parent may be very young or inexperienced and feel unsure of himself.

A mother may appear to be completely unrealistic. "Jimmy is fine," she will tell you. This reality denial is frequently seen in parents of children with both physical and mental handicaps. Sometimes parents can accept the reality of the physical impairment, but accepting the diagnosis of the mental handicap is more than they can bear. As the child grows and his chronological age far exceeds his mental age, the mother clings to her belief that "Jimmy is bright enough. He is held back by physical disability."

The opposite of the "reality denial" outlook is the attitude of hopelessness some parents adopt. They view the diagnosis with much pessimism and are completely defeated. The child, to them, is a lost cause. Life has dealt them a blow for which they lack the strength and emotional resources to rise above.

When faced with a handicapped child, parents may sometimes attempt to face the problem by blaming the physician, the hospital or relatives (heredity) on one side of the family or another. By projecting the blame onto another, the parent is freed of responsibility for the impairment, and of feeling the need to plan a good on-going program for the child's development.

Guilt is another feeling some parents have and is sometimes warranted to a degree. Occasionally, medical care will not be obtained for a sick child, and complications will cause lasting damage. However, even when the handicap came about in this way, parents must not allow this feeling to persist indefinitely and keep them from adjusting to and working with the child. If guilt feelings persist or cripple the parents functioning, professional counseling may be required.

Those who work with the handicapped and their families must be tuned-in to their needs. They may not express their feelings in words, but frequently they are close to the surface, and through "active listening" they can be drawn out. The greatest help we can give the handicapped child is through understanding the parents and helping them recognize their feelings. Once the parent realizes why he feels as he does, he can be helped (sometimes through counseling) to work through these feelings and make a better adjustment to the child and his handicap

Parent Attitudes

Good Parent	Parent Attitudes	Poor Parents
Accept child as he is.	Acceptance	Refuse to acknowledge degree of child's handicap.
Realistically appraise developmental abilities.	Developmental understanding	Unrealistically expect miracles in spite of developmental limitations.
Provide warmth and security in interfamily activities.	Parent and Family relationships	Promote tensions and competition within family circle.
Encourage and make opportunities for self-help.	Participation	Overprotect and limit self-help activities.
Carry through with recommendations in spite of attendant difficulties.	Initiative and stamina	Discourage easily when progress not immediately evident.
Accept guidance and advice.	Professional trust	Are unable to face unpleasant opinions.

Foregoing material based upon concepts presented in:
Counseling Parents of the Ill and the Handicapped

Compiled by Robert L. Nolen
Published by Charles C. Thomas, Springfield, Ohio, 1971

Activity III.

Read the article entitled "The Parent as Educator."

The Parent As Educator

Parents of handicapped children carry burdens not normally placed upon other families. Depending on the kind and severity of the handicap the financial strain can be overwhelming. Siblings do not understand the problems, and often rivalry and resentment develops. There is a strong desire to overprotect the exceptional child. The marital ties have an abundant amount of stress and strain placed on them, and the simple activity of family recreation becomes a major problem when a severely to profoundly handicapped child is in the home.

Parents can go in either of two directions in their response to their child's handicap. They can deny the abnormality, develop anger or resentment, become burdened with guilt or shame projecting blame or punishment on one another, endlessly seek a cure refusing to accept the diagnosis of professionals, or withdraw into dispair or depression and sometimes marital discord. Or they can find help and gradually accept the handicap, begin to set realistic goals for the child in terms of his abilities and interest, help their child to be as independent as is practical, help him develop a positive self concept, develop some basic consistent behavioral reactions, and understand the importance of their modeling behavior for him.

Involving parents in the education of their child requires a dedication on the part of the educator. Before parents can begin to tutor their handicapped child they need to realize that he is exceptional, must understand and accept the type and extent of the handicap, develop an objective attitude about the impairment, be acquainted with present knowledge in the field of child growth and development, learn to recognize cues in the child's behavior that indicate his needs, become knowledgeable about available resources for further assistance. The public school educators must be willing to help the parents in all of these areas to attain optimal education for handicapped children.

The educator must recognize the importance of using the parent in the child's education. He must be aware that the one basic important factor in developing the impaired child's attitude toward his handicap is based on the attitude of his parents. Because the time spent over any lifetime in the home is ultimately longer than the time spent in school, the parents become the most logical and effective teachers of the child. When the parents are taught to effectively work with their children, the rate of progress greatly increases, the child's independence increases, desirable behaviors increase and undesirable behaviors descrease, and skills learned at school are generalized to the home setting.

In order to be most helpful in involving parents in their child's education, the educator should try to establish the best possible relationship with them by first knowing himself, knowing the situation, knowing the child involved, and knowing the parents. Secondly, he should avoid being a threat to the parents or feeling threatened by them. Planning and preparation should be made for conferences and statements carefully worded to best avoid misunderstanding.

Before a parent can be trained in ways to handle the handicapped child, rapport must be established. It is necessary for the educator to develop the skill of active listening. After there has been frequent informal interaction with the parent about the child and his progress and his and his parents needs are identified, areas of concern for both parents and educators can be introduced.

In planning for the involvement of the parent in his child's education, some important areas to consider are:

1. What are the parents' attitudes in accepting the child's handicap?
2. What are their anxieties?
3. Has the child been in any other school program before?
4. What other services are available to the family and are they receiving them?
5. Who is the care taker? Mother? Grandmother? Babysitter?
6. How much information can they understand? How best can they learn and teach?

Activity IV.

Scan the following chart which compares observations by parents, teachers, and evaluators of children with various handicapping conditions.

DIFFERENTIAL DIAGNOSIS OF DISTURBED EDUCATIONAL DEVELOPMENT

	CHARACTERISTICS OFTEN REPORTED BY:		
CAUSE	PARENT	TEACHER	PSYCHOLOGICAL EVALUATION
SPECIFIC LEARNING DISABILITY	Usually no problems except for school difficulty. Plays well with friends.	Puzzling, child may perform well in some academic and social areas. May have superimposed behavior problem.	Some normal performance and some areas are depressed.
MENTAL RETARDATION	Usually no family disruption. Plays with younger children.	Child unable to compete at grade level or with children of same age.	Usually depressed in all areas.
ORGANIC HANDICAP (hearing loss)	Functions well in uninvolved areas.	Functions well academically in uninvolved areas. Peer rapport good.	Depressed in area affecting modality.
SOMATIC ILLNESS	No difficulty except for illness.	Change in performance related to onset of illness.	May be depressed as a result of illness.
PSYCHOSIS	Disturbed parent relationship; affects relationships with sibs., peers (social relationships poor.)	Bizarre responses. May be withdrawn and unresponsive.	Bizarre responses, possibly with islands of normal functioning.
BEHAVIORAL DISORDERS	Better one to one. Occasionally disturbed parent-child relations.	Attention seeking behaviors. May annoy classmates. Acting out behaviors.	Good results if child cooperates.
SOCIO-ECONOMIC DEPRIVATION	Functions well in own cultural environment. Friends with similar circumstances.	May be characterized as poorly motivated.	Generally depressed; can reflect cultural bias of test items.

From Webster, Elizabeth J, Ph. D, ed, Professional Approaches With Parents Of Handicapped Children, 1976. Courtesy of Charles C. Thomas, Publisher, Springfield, Illinois.

Activity V.

Look at the data on the following pages that describes the effect on a child of a range of parental reactions to his handicap.

FAMILY RELATIONSHIPS AND PSYCHODYNAMICS

TYPE OF RELATIONSHIP	PARENTAL REACTIONS	EFFECTS ON CHILD
CONFUSED	Concerned but unsure of how to cope with child's difficulty. Usually has tried unsuccessfully to work with child, frustrated. Sense of failure, guilt. Ambivalence may interfere with seeking professional intervention.	Child appears anxious; always testing limits. Child's self-concept reflects parent's confusion, frustration.
INCONSISTENT	Parent uses varying methods to control child, no pattern. Parents transmit two opposite messages at same time.	Child confused. Child may withdraw. Child may become anxious and rebel.
DENIAL	Minimizes or does not admit to child's difficulty. Parents' goals, expectancies, dreams for child have been thwarted. Parent usually first reacts but feeling child will out grow problem.	Child confused and frustrated because of dichotomy between reality and parents' denial. This confusion may bring withdrawal or acting out. Feeling of insecurity may occur. Self-confidence is shaky.
VICARIOUS	Parent lives through the child. Child is to realize aspirations parents could not achieve. Child's handicap destroys the parents' dreams for the child.	Child may be pressured to achieve despite handicap. Child may be pushed to overcome handicap. Child may have poor self-concept.

TYPE OF RELATIONSHIP	PARENTAL REACTIONS	EFFECTS ON CHILD
SYMBOLIC	Abnormally close tie between one parent and child. Parent begins to devote his/her life to his child. May reflect deep-seated emotional problems in the parent.	Child does not develop an independent personality. Lack of independence, infantile reactions, fear of separation.
OVERPROTECTIVE	Parents try to shield child from ordinary hazards of life, exaggerated with a child with a handicap. Parents' concerns are limitless. Parents may reflect guilt feelings.	Child may become fearful; self-confidence and esteem are low. Handicap becomes exaggerated and out of proporion to reality.
OVER PERMISSIVE	Parents permit a wider range of behavior than normal. Parents cannot set limits. Parents may be ineffectual. Parents may be responding to guilt feelings.	Child with handicap may be given free rein because of misconceptions, pity, etc. Child may not conform socially. Child may become overly dependent.
RIGID	Parents set very high standards. Parents may be perfectionists. Parents are organizers, compulsive at times. Applies these standards and rules for child; expectations higher than child's capability.	May be disappointment to parents because of handicap. Child may also strive for perfection. Child may rebel actively or passively. Child may withdraw and regress.

TYPE OF RELATIONSHIP	PARENTAL REACTIONS	EFFECT ON CHILD
DISINTERESTED	Often seem in multiproblems or disorganized households. Child's problems secondary to more pressing problems/conflicts family faces each day.	Child usually withdrawn or passive; loner. Later, child is likely to act out; run away, delinquent. More likely not to conform socially.
NEGLECTFUL	Parent exhibits lack of responsibility for child. Child's handicap may create negative feelings in parent. Parent has ambivalent feelings toward child.	Range of neglect, including physical and emotional needs of child. Child feels unwanted and unloved. Child may focus on handicap as cause.
FRAGMENTED	Parental discord of pathological degree. Parental separation usual result.	Child may see handicap cause of parental problems. Feelings of insecurity and rejection.
REJECTION	Parents may actually reject child; may be precipitated by handicap. Something about child may cause negative feeling.	Child feels unwanted and unloved. May blame handicap for feeling or rejection. Causes poor self-concept; apprehensive about all peers and adults.

From Webster, Elizabeth J, Ph. D., ed, Professional Approaches With Parents Of Handicapped Children, 1976. Courtesy of Charles C. Thomas, Publisher, Springfield, Illinois.

COMPONENT TWO

PARENT CONTACT TECHNIQUES

By

Jo Anne Rowley, B.A., M.A., Ma[5]

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Activity I.

Please read each statement carefully. Consider your feelings about the statement and indicate the degree to which you agree or disagree by using a separate sheet in writing your response.

SA-strongly agree	A-agree
U-undecided	
D-disagree	SD-strongly disagree

	Statement	Response				
1.	When you, as a professional, show an interest in the handicapped child, when you hold him, admire him and are affectionate towards him in an open, easy way, you are probably inspiring a closeness between you and his parents.	SA	A	U	D	SD
2.	It is not necessary to describe specifically to the parents problems which arise because of their child's handicap.	SA	A	U	D	SD
3.	You feel competent when making that first contact with the parent in the home.	SA	A	U	D	SD
4.	You have a specific idea in mind about how to handle the first contact.	SA	A	U	D	SD

5. The greatest help we can give a handicapped child is through understanding the parents and helping them recognize their feelings. SA A U D SD

6. Since only the education of the handicapped child is the primary goal of the school, knowing the parent's attitude toward the child is unimportant. SA A U D SD

Activity I.

Key

1. SA
2. SD
3. SA
4. SA
5. SA
6. SD

If your answers were not in the area of the answers above, complete the remainder of this section of the module.

Activity II.

Read "Strategies for Home Visits," by Susan Mouchka

Strategies for Home Visits

by Susan Mouchka

You initial home visit, your first confrontation with the family on their own ground, can be a good foundation for further contacts. It can be quite difficult to find your way into the family's experience but there are some ways to earn their trust and confidence very quickly. The first thing the parents will do will be to watch your reaction to their child, the way you relate to him. Most adults have avoided interaction with him. Understandably, they have not known how or have been afraid to relate to the baby. Parents, in their love for the child, have adopted a peculiar defense in the presence of other adults. When you, as a professional, show an interest in the child, when you pick him up and are affectionate towards him in an open, easy way, you are providing the parents with their first experience of sharing their pride in, and love for the child, with another adult. This not only inspires a closeness between you and the parents, but it also gives the parent-infant relationship a badly needed shot in the arm.

The initial visit should be a time when parents can pour out a lot of feelings, problems, and experiences. Mother will probably express a great deal of uncertainty and doubt about the way she is managing the child, and it is advisable for you to begin with admiring and complimenting a few of the good things she is doing with her child and to stress their continuance. Up to this time she has had little confidence in her mothering and she may need a great deal.

In case of referral from citizens in the community, take care not to disclose the identity of that individual. This may be a touchy point in some cases and citizens will be less likely to make referrals if their confidence is not kept.

Always use your best interview techniques. Complementing the parent on an item in her house, ignoring any unpleasantness, making an appointment to come back and fill out any necessary forms on the child are common avenues of courtesy toward parents of any child.

Activity III.

Read the following outline of "A Method of Procedure."

A Method of Procedure

I. Initial Contact:

  A. Identify yourself:

    1. I am John Doe and I work for ________________ I.S.D.

  B. State the purpose of your visit.

    1. A citizen in the community referred you as having a possible handicapped child.
    2. Show an interest in the child.
      a. Hold him
      b. Talk to him
      c. Don't frighten him

  C. Outline briefly the services provided by the school district.

    1. Vision, Hearing, Psychological Screening
    2. Psychological Testing
    3. Appropriate School Services
      a. Early Childhood Class
      b. Multi-Handicapped Class
      c. Trainable Mentally Retarded Class
      d. Resource Classes

  D. When making a visit:

    1. Dress neatly
    2. Speak clearly
    3. Be knowledgeable
    4. Be informal but not too casual

E. Be friendly and complimentary with the family.

F. Be patient, listen, and ask your questions so as not to offend anyone.

G. Do not take sides; instead, refer critical questions to your supervisor.

H. Do not try to give advice or recommendations if you are uncertain concerning the facts. Write down their questions and tell them that you will attempt to obtain an answer and that either you or your supervisor will contact them.

I. If there is a handicapped child, make a date to return to fill out the sociological data form. End with a positive note. Thank the family and depart.

II. Subsequent Visits:

A. Review your perception of the situation so you can communicate what is going on, how much, how often, where, when, and who is involved. Explain efforts and progress to date.

B. Always greet parents as equals, you are not really the expert.

C. Emphasize the importance of the parents' involvement and sharing.

D. Try to discover the parents' perception of the child, and elicit their insight.

E. Try to understand the parents' goals for their child and together begin to formulate a plan.

F. Explain the plan in relation to the child's total educational programming.

G. Involve them in the development and implementation of all planning for their child.

H. Plan for further meetings when necessary.

Activity IV.

On the following page is the script of a home visit. On a separate sheet, mark errors the interviewer made in his procedure, and note lines which give clues indicating what the parent's position may be in accepting the handicap.

Interviewer: Good morning Mrs. Brown, I am Jane Blow from Watchacallit Public Schools. Mrs. Blue told us that you have a handicapped child and should be interested in the services offered by the school district. May I come in and tell you about them?

Mother: I guess so............................

Interviewer: Thank you. I'll just move these papers so I can sit down. I see you haven't had a chance to clean house this morning yet.

Mother: Well, John is a lot to handle every morning.

Interviewer: I understand that; where is he? May I meet him; or is he napping?

Mother: Oh, he is awake; let me go get him. This is our John.

Interviewer: Well, hello there, big fellow. May I hold him?

Mother: Well..............................O.K.

Interviewer: My, you're a handsome boy! How old is he?

Mother: Three years.

Interviewer: Wow! He really is underdeveloped for his age, isn't he?

Mother: (Taking child) We feel he is doing fine.

Interviewer: Our school district has a class for severely retarded children that he might fit into.

Mother: I don't think I'm interested.

Interviewer: Sure you are. I know you want to help him grow up to be a big boy!

Mother: No, I'm not interested.

Interviewer: Well, O.K. then, I'll leave this information about our special classes and you can call us when you feel we can help the poor kid.

Mother: Goodbye.

Interviewer: Well, goodbye. (to self) Wonder why she can't accept that poor kid's handicap?

Answers to Activity IV.

Line 3.	In the instance that there has been a referral on the child from a citizen of the community, do not reveal the person who made the referral. All referrals should be kept strictly confidential.
Line 10.	Be complimentary. If the house is a mess, comment on a picture, lamp or some other object.
Line 25.	Be wary of making statements that sound derogatory about either the house or the family.
Line 27.	Parent is denying the problem.
Line 29.	Remember, you are not a diagnostician and therefore may not diagnose or prescribe.
Line 32.	Be positive, but don't tell the parent what you feel they should do.
Line 38.	This is no way to win friends and influence people. He is suggesting that the parent is not doing a good job.
Line 41.	The interviewer never realized he had turned off the parent.

ACTIVE LISTENING

Activity V. As an educator, respond to the statements below:

1. Parent, "But why does he have to be labeled as handicapped? He's not crippled or blind or anything!"

____

____

____

____

2. Parent, "I don't want her outside playing with the other children! She's blind and she may get hurt."

____

____

____

____

3. Parent, "He may be 9 years old, but he's retarded! He's not like other children. He has to be treated special. I can't spank him or anything."

____

____

____

____

4. Parent, "I know she doesn't know how to keep herself clean, but you're the teacher. I thought you were supposed to teach her about that!"

____

____

____

____

Responses to the above statements can be made in ways which can be classified into twelve different areas. Try to determine in which category your response would be.

1. Threatening, Warning, and Admonishing is telling the person what consequences will occur if she does something.

   Example: "She'll never become independent if you don't let her play outside."

2. Moralizing or Preaching is telling the person what he should do.

   Example: "You ought to carry out those directions I gave you to help her learn how to do these things for herself."

3. Judging, Criticizing, Disagreeing, or Blaming is making negative or judgmental remarks.

   Example: "You let him get away with murder at home. That's why we can't control him here at school."

4. Name-Calling, Shaming, or Ridiculing is Stereotyping or making parents feel foolish.

   Example: "You're only a parent. You don't really understand what we teachers are up against!"

5. Withdrawing involves distracting or kidding the parent in an effort to push the problem aside.

   Example: "Don't worry about his behavior, I have thirty more just like him."

6. Lecturing or Teaching is attempting to influence parents with logic, information, or personal opinions.

Example: "Don't you know that......statistics show that more children are toilet-trained at home than at school?"

7. Ordering or Commanding is directing the parents to do something.

Example: "You have to accept the label in order for us to help your child."

8. Giving Solutions is advising or making suggestions to the parent as to how to solve the problem.

Example: "If I were you, I'd take him in for family counseling."

9. Praising or Agreeing is offering positive evaluations or being agreeable.

Example: "With all you have to go through, you still have a smile on your face.

10. Psychoanalyzing is interpreting, analyzing, or diagnosing the parent's problem.

Example: "The way I see it, you feel guilty about your child's retardation and are compensating by allowing him to control your home."

11. Reassuring or Sympathizing is consoling parents through supposedly supportive statements.

Example: "Only you could accept a child like this. That's why he was given to you to raise."

12. Interrogating is cross-examining the parent with probing questions.

Example: "What kinds of behavior does he exhibit at home that give you the idea that he has normal ability?"

If you are dissatisfied with any of your responses, complete the module.

Activity VI:

A. Read the following two articles:

"Active Listening"

"Communicating With Parents: It Begins With Listening," Paul Lichter, Teaching Exceptional Children. Vol. 8, No. 2, Winter, 1976, pp. 67-71.

B. Anticipate responses on the Active Listening Exercise.

Active Listening

Door-openers are merely invitations to talk. They help to keep the conversation going. You must learn how to keep the doors open.

Far more effective than passive listening, active listening is a remarkable way to involve the "sender" with the "receiver". The receiver is active in the process as well as the sender. In active listening the receiver tries to understand what it is the sender is feeling or what his message means. The active listener puts the sender's words into his or her own words and feeds them back for the sender's verification. The receiver DOES NOT send a message of his or her own--such as an evaluation opinion, advice, logic, analysis, or question. The listener should feed back only what he or she feels the sender's message means.....nothing more, nothing less.

Communicating With Parents:
It Begins With Listening

It has been observed in both research studies and autobiographical accounts by parents that one effect of raising a handicapped child is isolation. Parents may feel isolated from members of the extended family, neighbors, and old friends who fear, resent, or feel uncomfortable and embarrassed by the handicapping condition. Many parents either anticipate or actually experience social rejection, pity, ridicule, and the related loss of self esteem and social prestige.

It is not uncommon to find parents of handicapped children withdrawing from social participation and altering plans which might expose them or their child to social rebuff. This withdrawal or rejection may further frustrate the parents and thereby increase their hostility, resentment, or anger toward those around them. This, in turn, makes it more likely that their family, friends and neighbors will want to have even fewer associations with them. Parents may find themselves in the grip of a vicious cycle of rejection and isolation.

This becomes an even more significant problem for parents of young handicapped children who have only just begun the painful and lengthy "coming out" process in which they publicly acknowledge their child's handicapping condition. Part of this process involves the replacement of unhelpful or negative family members and friends with a new constellation which might include other parents of handicapped children, community agencies or associations and special educators as their primary source of emotional support and understanding. But, prior to the development of these new relationships, it may be the special teacher who best comes to know and care for the child. The special teacher can be a powerful therapeutic helper as the family struggles with problems of isolation.

NEEDS FOR UNDERSTANDING

The thrust of recent legislation and judicial decrees has been to bring an increasing number of children with a variety of handicapping conditions into the schools at earlier ages than ever before. This situation implies an increasing number of contacts with parents who are new to the task of raising a handicapped child and who will need considerable understanding and support as they learn to accommodate and adapt to their child's special needs. This need for understanding, made even more crucial by the possible isolation from traditional sources of family or neighborhood support, places an additional obligation upon the special educator to form a helping relationship, not only with the children in the classroom, but with their parents as well. In addition, these relationships provide the teacher with an opportunity to be a source of positive growth for the entire family, as well as the opportunity for personal growth.

LISTENING TO OTHERS

The process of helping another person begins by accepting the total person in a nonjudgmental manner, and communicating an attitude of acceptance as clearly as possible. One very direct way to communicate acceptance of others, particularly to those in stress, is to listen to their feelings and to the ways in which those feelings are "coded" in language.

Listening may be either passive--where one simply listens in relative silence and where silence is an expression of openness and acceptance--or it may take a more active form in which the listener puts his understanding of what was said (and the feeling behind the verbal statement) into his own words and feeds it back to the speaker for verification and clarification.

This technique, described as "active listening", is a profound way to communicate a willingness to hear, to understand, and to have empathy with someone who is isolated and struggling to be heard. Active listening has it's roots in the client centered therapy of Carl Rogers (1951). The continuing success of Thomas Gordon's Parent Effectiveness Training book (1970) and course attests to its real value for parents, teachers, and others in the helping professions.

ROADBLOCKS TO COMMUNICATION

Typically, it is assumed that being an effective helper means giving advice. When friends or family come to us with a problem, they will often ask, "What shall I do?" Rather than actively listening to the content and feelings implied by these kinds of questions, we all too willingly respond with advice, i.e., "If I were you, I would..."

Let's face it, being asked for advice and giving it quickly is a powerful reinforcer and can be interpreted as an affirmation of our wisdom, vision, and mental well-being. Relinquishing this power is difficult and threatening, particularly if the advice giver has occasional second thoughts about his own wisdom, vision, or mental well-being.

Teachers often have the mistaken notion that it is their duty to help parents accept or adjust to their handicapped child by giving advice or direction. This attitude may reflect the possibility that the teacher has already made a judgment of the parents and has evaluated them as maladjusted, unrealistic, or disturbed. Given this predisposition, it is possible that the teacher may turn to any number of combinations of generally unhelpful strategies such as ordering, admonishing, exhorting, moralizing, preaching, advising, blaming, psychoanalyzing, ridiculing, lecturing, questioning, humoring, or criticizing the parents.

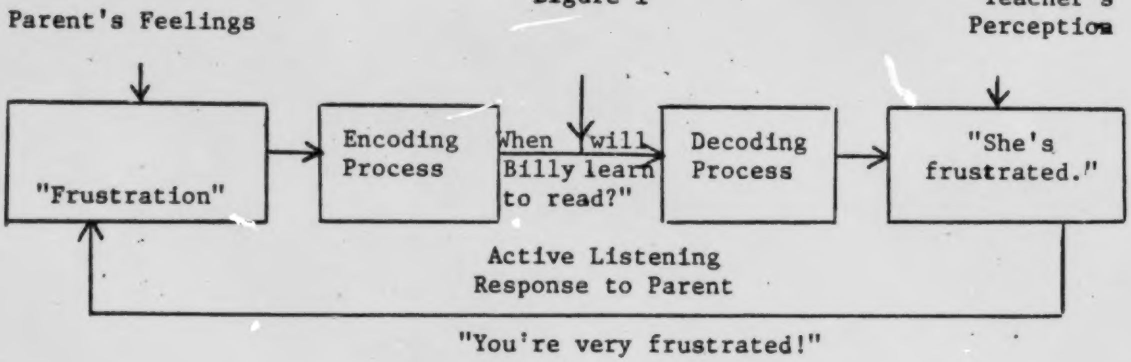
Take, for example, a hypothetical situation in which a mother has enrolled her young handicapped child in a preschool or infant stimulation program, but fails to bring the child to school on a regular basis. The teacher decides to discuss these repeated absences and reverts to one of the above mentioned strategies. (see box on following page.)

Ordering:	"You must bring Cindy to class on a more regular basis."
Admonishing:	"If you don't bring her to school you'll be sorry later on."
Exhorting:	"You shouldn't act like this."
Moralizing:	"It's your responsibility as a parent to see that Cindy gets all the help she needs."
Preaching:	"You should show more respect for education."
Advising:	"Let me suggest that you bring the child more often."
Blaming:	"You're doing Cindy a lot of harm."
Psychoanalyzing:	"You're just afraid to face the truth about Cindy's handicap."
Ridiculing:	"You're acting like a little child yourself."
Lecturing:	"Handicapped children need this kind of early intervention."
Questioning:	"Why don't you come more often?"
Humoring:	"Maybe you'll be lucky and break your leg so you won't have to come more often."
Criticizing:	"You're not behaving very rationally."
Persuading with logic:	"Don't you realize that early intervention can minimize the effects of the handicapping condition?"

LISTENING TO PARENTS

Listening is a skill which involves decoding the speaker's message to more fully understand the emotions or feeling behind the message. The listener is active in the process in that he reflects or provides verbal feed-back to the speaker to test his own understanding of what has been said. (see Figure 1) Another reason for listening actively is to communicate to the speaker that you are trying to understand the basic message and, if successful, that you have shared his verbal exploration. Brammer (1973) stated that a reflection accurately executed to the speaker's statisfaction is an objective definition of understanding.

Figure 1


Parent's Feelings
Teacher's Perception
"Frustration"
Encoding Process
When will Billy learn to read?"
Decoding Process
"She's frustrated."
Active Listening Response to Parent
"You're very frustrated!"

The active listener translates his raw perceptions of what the parent is saying into more simple, precise, and culturally relevant language. The listener feeds back only what was said and carefully avoids adding his own ideas. To help in this process, the listener should constantly be asking internally, "What is this parent saying to me?" At the time of a natural break in the flow of ideas and feelings, the listener gives a concise summary of what he has heard. The feedback may include both cognitive content and feelings, if these are an important part of the speaker's message. The novice active listener would do well to focus initially on the content side and approach the reflection of emotion with some caution until more comfortable and practiced with the technique. Of course, an emotionally loaded message cannot and should not be "diverted" or left un-recognized.

The teacher should look for some cue that this reflection has been helpful and adequately reflected. The box below shows two examples of active listening.

Example 1

Parent: I'am really pleased with the progress Loretta has been making with the new speech therapist; he's so thoughtful and kind to always keep us informed about her progress.

Teacher: You like him very much, then.
Parent: I do, very much.

Example 2

Parent: I just don't understand. One day I feel that Gregory really likes his school, and the next day he says he hates it.

Teacher: He really confuses you.
Parent: Yes, he sure does, and besides........

There are some cautions in the use of active listening. If the listener is not careful, he may develop a highly stylized way of responding which may become annoying to the speaker.

Worse, the speaker may interpret the stylized response as artificial, phony, or indicative of the listener's lack of genuine concern. Phrases such as "I hear you saying..." or "What I think you're saying is...should not be used too often. Using a reflection may seem a bit unnatural at first until the active listener begins to experience some rewards in the form of encouraging responses from the speaker. After a while it will feel more like a natural form of communication than the gaggle of questions, opinions, veiled threats, or bland conversation fillers that we too often employ in our everyday communication.

Ultimately, parents should experience a feeling of being understood as a consequence of active listening; for many parents of a handicapped child, this may be the first step out of isolation. Parents may also experience more specific outcomes in the form of developing a sense of connection and direction to a string of otherwise seemingly rambling statements.

Active listening fosters a kind of catharsis and helps parents initially to identify and subsequently to accept their own feelings. In addition, people tend to feel comfortable with the listener who reflects skillfully. In the school setting this may influence the parent to be more open to a cooperative home-school relationship. Active listening is a technique which encourages parents to think independently and to discover their own solutions;

it communicates the teacher's belief and respect in the parent's potential for self discovery.

Active listening is a skill which requires considerable practice in a laboratory or clinical setting. Many colleges and universities offer basic counseling or guidance courses which introduce and allow for the guided practice of active listening skills. In-service programs or some of the commercially available courses such as Parent Effectiveness Training (PET) provide excellent training opportunities for those who desire more experience with this technique.

A summary of guidelines for "active listening" includes.

1. Listen for the basic message of the speaker.
2. Restate to the speaker a simple and concise summary of the basic content and/or feeling of the message.
3. Observe a cue or ask for a response from the speaker to confirm the accuracy and helpfulness of the reflection.
4. Allow the speaker to correct your perception if it was inaccurate.

ATTITUDES REQUIRED AND RISKS INVOLVED

Gordon (1970) stressed that active listening is not simply an external technique "pulled out of the tool kit" whenever someone had a problem. Rather, it is a method for putting to work a basic set of attitudes about human relationships. Without these attitudes, the teacher who attempts to listen to a parent will appear to be false, empty, mechanical, or insincere. Whenever these attitudes are absent, a teacher cannot be an effective active listener. Gordon listed basic attitudes which must be present during conversation:

1. You must want to hear, and have the time to hear, what the parent has to say. If you don't, say so.
2. You must want to be helpful with the parent's problem at the time. Otherwise, wait until you do.
3. You must be able to accept the parent's feelings, whatever they may be or however different they are from yours. To accept his feelings does not mean that you must accept them as your own, but simply that you allow him the right to feel as he does. It is a way of saying, "I can be me, and you can be you."
4. You must believe in the parent's ability to find a solution to his own problems. This requires the teacher to give up decision making power over the parent's life.

The risks involved in active listening stem from the process itself which requires the listener to suspend his own thoughts and feelings. Active listening is not easy, it is physically and mentally demanding. It requires that we attend fully to another person, that we cease to focus on our own concerns or problems, that we suspend our moralistic and ethnocentric biases and judgments. In short, it compels the listener to see the world as another sees it.

The teacher who willingly listens to parents risks having his opinions and attitudes changed and invites the possibility of having to reinterpret his own experiences. For some teachers this will be seen as an intensely threatening experience and for this reason they should refrain from its use. Others will choose to actively listen to parents as part of their personal and professional commitment to families of handicapped children, as well as in the interest of expanding their own human potential.

Paul Lichter, "Communicating with Parents: It Begins with Listening", Teaching Exceptional Children. Vol. 8, No. 2 Winter 1976 pp. 67-71.

Active Listening Exercise

The following is an example of an active listening exercise that can be used by teachers. Find a card or a piece of paper. Place it so that it covers up the first response of the teacher. First read the parent's message, then slide the card down so that you can read the response of the teacher and compare this with your own response. Continue this procedure throughout.

Parent: I wish Jennifer was making as much progress as some of the other kids in her class.

Teacher: You're feeling a little envious of the others.

Parent: Yes. They all seem to be moving so much more quickly than Jennifer.

Teacher: You wish she would make faster progress.

Parent: Yes, I do. It's so frustrating to see everybody--you, me, and Jennifer--work so hard and yet make such slow progress.

Teacher: You really get frustrated when you do so much and don't see results.

Parent: Sometimes I begin to think, "What's the use?"

Teacher: It's more than being frustrated; sometimes you think all our work is useless.

Parent: Yes. Somedays I think she'll never learn anything.

Teacher: You feel that she can't learn.

Parent: Well, not that she can't learn--but that it's so much harder for her than the others.

Teacher: Learning for her is very difficult.

Parent: Yes it is. And I guess I feel sorry for her because she has to work so hard. But I also know it's not good to pity her.

Teacher:	It sounds like you're really struggling with two conflicting emotions.
Parent:	I guess I am. But just talking about this with you makes me feel better.

COMPONENT THREE

EVALUATING A PARENT INVOLVEMENT PROGRAM

by

Jo Anne Rowley, B.A., M.A.

Activity I: Think about this question.

How does one measure the effectiveness of a parent involvement program?

If you need some suggestions to help you answer that question, complete this component.

Activity II.

Read the following suggestions for evaluation.

EVALUATIVE SUGGESTIONS

Now that you have planned to start a parent involvement program begin planning also how you will evaluate it. The time for this is now! What have you intended for the project to do? How will you measure it? Hopefully your objectives will give clues. Using a pre-test and post-test is one of the simplest and easiest ways to measure the effectiveness of a parent involvement program. However, the questions for that test must be compiled at the inception of the project to be valid and to be certain it will measure the things you want.

A sample questionnaire is included on the following pages to demonstrate the kinds of questions that you may want to include in your evaluation.

PARENT QUESTIONNAIRE

Name:______________________________ Date:__________

1. Do you feel you understand the problem your child has?
2. Do you feel you understand the cause? (If there is an obvious one.)
3. Are there steps you should take to prevent this happening again in your family?
4. Do you know some agencies where you can get help for your child? Do you know how to find out?
5. Do you know how to help your child learn?
6. Do you know the normal patterns of child development or where to find this information?
7. Do you know some techniques to get your child to bed without a fuss?
8. Can you think of at least ten inexpensive recreation activities you can do with your family?
9. Do you know what to do to keep your child occupied in a waiting room or on a long trip?
10. Do you know what self-help skills your child should be working on?
11. Do you know what kinds of responsibilities he can take around the house?

12. Do you know a list of perceptual-motor activities that you can work with him on?

13. Is discipline punishment in your home?

14. Do you know ways to help you child through TV?

It is hoped that these questions stimulated you into wanting to learn more about ways you can help your child learn. If you will star the questions you are most interested in, we will try to plan our programs around them.

POST EVALUATION

The same questionnaire, if given at the start of the program and again at the end of the year, should give you a very good idea of the kinds of information the parents are interested in and the kinds of information they absorbed.

In addition to the questionnaire, another kind of evaluation should be undertaken. For this you will want to plan a convenient method for keeping records of parent contacts and training. Samples of some of our record sheets are included in component four and may prove useful to you in collecting the kind of data which you want to collect.

To stimulate you imagination in this area, a list of questions you may want to consider are on the following page.

PARENT INVOLVEMENT ACTIVITIES DATA

1. How many parent meetings were held?

2. What was the average attendance for these meetings?

3. How many different parents attended at least one meeting?

4. How many parent contacts were made?

5. What were the topics of the parent meetings?

6. What kinds of training did parents get individually?

7. How much actual staff time was spent in parent training?

COMPONENT FOUR

THE PROJECT FIND PARENT INVOLVEMENT PROGRAM

By

Diane Chandler, B.S.

EC110 394

Activity I. On a separate sheet of paper, answer true or false.

T F 1. Teachers should be concerned only with what a child is and does at school..

T F 2. The only way in which parents need to be involved in education is to take care of their child's needs and to get him to school on time.

T F 3. Always giving a child everything he wants is one way to raise a delinguent.

T F 4. Recreation for families with a handicapped child is very expensive.

T F 5. Counting fingers is a good counting exercise.

T F 6. A "surprize bag" is strictly a plaything--for fun.

T F 7. Stress and tension of family life need not be hidden.

T F 8. You can list six important strategies for parents to use in teaching a child.

Check your answers on the next page.

Key

1. F
2. F
3. T
4. F
5. T
6. F
7. T
8. If F, read ASPIRIN

Activity II.

Read the following description of Project FIND's Parent Involvement Program.

The Why & How Of Parent Involvement

The words "teacher" and "parent"--especially in conjunction with the word "meeting" somehow denote negative feelings. Parents call teachers only when there are problems and vice versa. After all, teachers should be concerned only with what a child is and does at school; parents should take care of the child's needs and get him to school on time. Right? Wrong!

The child does not separate school and home in his mind; neither should the teacher or the parent. Instead, an effort should be made to make both environments compliment each other, therefore allowing a child to develop positive attitudes about both. School should be an extension and expansion of the home, just as the home should be a reinforcement facility for school activities. Why shouldn't teachers contact parents for help before a problem arises? Won't children learn more if the teacher and the parent work together to give him the most they each have?

To provide a means for home and school cooperation was our rationale for setting up a parental involvement program.

This section is designed to assist those interested in actively involving parents in the education of their own children and to inform prospective parent organizers of procedures used by Project FIND.

Pre-Organization Procedures

Setting Objectives

Prior to any effort to enlist the aid of parents in the educational process, objectives have to be written which clarify the purpose of parent groups.

Two main objectives based on what were considered community parent-school needs, were set by the project staff:

1. Parents will be informed on topics of relevance to them--health, nutrition, learning activities, etc.--as a group.
2. Parents will be individually instructed in methods and techniques through which they can help their own child review skills learned at school.

Dissemination

The community's geographical area had be taken into consideration when procedures for dissemination were planned.

Since Gregory and Portland are separate townships only four miles apart, an educational consolidation has been implemented, and the two towns now share secondary education facilities.In all other aspects, the two towns remain separate. This was anticipated as being a problem in dissemination. However, outlets proved similar in both towns, and plans were made accordingly.

Local businesses aided the project by allowing posters to be exhibited and brochures and fliers to be distributed on the premises. All kinds of businesses were enlisted in this effort and only two establishments approached would not allow us to exhibit posters because of company policies.

The schools within the school district proved to be a great asset in the dissemination process. Principals have allowed teachers to distribute newspapers, letters, invitations, and general information and have announced meetings and reminders about material distributed over the school public address system.

Seven radio stations, including two Spanish stations, whose broadcasts reach the Gregory and Portland communities, have been provided with project information and have included them as public service announcements.

Personal contacts, in addition to mail and phone contacts, have also been valuable modes of communication.

One method used which was not available in both communities was the newspaper. Portland published a weekly paper and has cooperated with the project by including articles and announcements written by the staff. It has been found that, although the newspaper is available to residents in both communities, the newspaper is not widely read in Gregory.

Announcements for meetings and workshops which are planned to meet both involvement objectives are disseminated in the same manner.

Group Organization and Maintenance

In order to meet the objectives for effective parental involvement, different groups for each objective had to be set up. Each of the three groups organized meets once a month.

The first objective has led to the setting up of a loose group whose membership changes often. In fact, this group is not even confined to parents. Any individual interested in the topic to be discussed or the workshop planned can attend.

However, efforts are made to keep the group constant. Different kinds of meetings are planned. To date, there have been general information meetings, make-and-do workshops, and special speakers on specific topics of interest. Since Gregory and Portland are two separate communities, meetings are held on school campuses in each city on alternate months.

At the first meeting of the term, the participators are provided with a questionnaire which gives possible topics to be presented during the year. Parents check those topics they would be interested in hearing about or doing. A tally is taken and subsequent meetings are planned around the tally results as much as possible.

After each meeting, participants are asked to evaluate the meeting in terms of whether they felt their time was well spent, whether ideas presented were practical and could be used at home, and whether the presentations were clear. The evaluation includes space in which participants can ask personal questions which they wish answered in private and for any comments they may have.

The groups set up to meet the second objective, which deals with individual instruction, have a more constant membership.

Parents of handicapped children located and placed by the project, as well as parents of children screened by the project staff but who are determined to have no handicap, are invited to join these groups.

One group is made up of parents whose children have minor language and learning difficulties. Activities are planned for this group after speaking with the early childhood teacher and include motor and readiness activities.

The other group is made up of parents of multi-handicapped children. This group is given instruction in physical therapy and other means of stimulating their children.

These two groups meet at a time during the day which coincides with the time their children are in school and which is convenient for most parents. Since the meetings seem to be cover common material, they are held in the project office. Parents seem more comfortable and secure in this setting, especially since several expressed concerned about staff members entering their homes.

A reminder system has been implemented which aids the project's group attendance. A guest book signed by all participants at each meeting provide the staff with the name, address, and phone number of everyone who has attended a project activity. Prior to each function invitations or reminders are sent to these people. Subsequent to all meetings, appreciation notes are sent out.

A social time follows any activity which parents attend. This time allows parents and staff members to share ideas and discuss problems over refreshments. An extra service provided which encourages parents with young children to attend is free babysitting. Children's films are check-out of a public library for the children in the babysitting area to view.

Record Keeping

Due to the nature of the project, records must be kept which verify the number and purpose of parent contacts. A parent contact sheet has been developed which serves as a record of dates which parents have been contacted through follow-up activities, parent meetings, or individual home education. (see included Parent Contact Sheet.)

Contact Contact Code
Date

Project FIND
Parent Contact
Sheet

Contact Codes:
2.3 Follow-up
3.1 Parent Meetings
3.2 Individualized
Education

Name of Parent										
Smith, Jane	3.1 10-1-76									

Activity III.

Read through Project FIND'S Parent Involvement Activities to generate ideas for parent programs.

Sample Parent Involvement Activities

A number of types of activities can be set up through which parents can be involved.

The project staff, however, has found that make-and-do workshops draw the greatest response.

To date, workshops have included the following topics:

1. Teaching children about shape, color, size.

The parents made flannelboards and flannedboard figures in the primary colors of different size and shape (only squares, circles, and triangles were used in this first workshop). Project staff members had compiled a parent's manual for teaching these skills and demonstrated each lesson from the booklet. (See "Learning Games," Booklet #1 in the Appendices)

Parents then discussed and ask questions about various techniques in teaching visual discrimination.

2. Shape Lotto Games

This workshop built on the skills learned from the first workshop. More shapes were included--circles, squares, triangles, rectangles and ovals. Parents were again given a project-made booklet and were shown how to play the lotto games through which their children could learn these shapes. (See "Learning Games," Booklet # 2 in the Appendices)

3. Fine and Gross Motor Activities

A request for motor activity ideas prompted this workshop. Parents were given handouts which contained numerous activities for development in this area. In addition, parents actually carried out several of the activities included in the handout and made some of the necessary materials. This included a parquetry--type game, pegboard games, and lacing cards. (See "Learning Games," Booklet # 3 in the Appendices)

4. Using Puppets for Language Development

Parents listened to the district's diagnostician, a certified speech therapist, discuss normal speech development and the use of puppets for encouraging language. Parents were then given the opportunity to make a puppet of their choice. Patterns, felt, and other materials and supplies were provided by the project. (See "Learning Games" Booklet #4 in the Appendices)

5. Summer Activities

ASPIRIN (Activities for Summer Play Involving Recreation, Instruction, and Nonsense) was developed and presented to aid parents and children in filling time over the summer with activities for learning and fun. The booklet also included behavior management suggestions. (See "ASPIRIN" in the Appendices)

Parents are also informed on topics which influence the relationship between their children and themselves.

Topics of speeches have included:

1. "Everyday Problems of Children"

The project staff combined Parent Magazine filmstrips and project-made materials to inform parents on techniques in child management discipline. A booklet made for parents by the project summarized the filmstrips. Parents and staff members discussed problems and participated in a "What would you do if your child...?" type activity. (See "Parent Guide #1" in the Appendices)

2. "Helping A Child Have Successful Learning Experiences"

Dr. Richard B. Austin, a noted author and clinical psychologist, spoke to parents on this subject. His speech included information that aided parents in observing their children for signs which could mean the need for special help in dealing with parent-child and sibling relationships.

3. Children's Behavior

A representative of the San Patricio Early Childhood Development Program, Alicia Rodriguez, showed filmstrips and gave parents pamplets and handouts with information on child behavior.

4. Self Concept

Dr. Jack Bradshaw, Director of Special Education at Texas A & I--Kingsville, spoke to parents on how child behavior management and a child's self-concept are related.

Participation in any kind of parent involvement program requires time and work on everybody's part. However, the effort is worthwhile. If parents and school personnel work together, everyone wins, with the top prize going to the child--the student.

APPENDICES

Learning Games

Booklet #2

More About Shapes

Project Find
FINDING INDIVIDUALS NEEDING DIRECTION

Gregory-Portland Public Schools

Parents ....
are a
child's first
teachers!

EC110394

Introduction

Children learn in many ways. The games included in this booklet are designed to use many avenues of learning that are available to them. Looking, feeling, sorting, guessing and remembering are good mental exercises for your youngsters.

The interaction a child has with things as he manipulates them is important and is the first step to learning. This is why he should be allowed to play with the game pieces until he is ready to play a game with you.

The joys of teaching your own child are yours as you watch him learning the different ideas presented in this booklet. Grow with him! Enjoy!

Things to Remember;

1. If a child has trouble learning a game, he may not be ready for the skill. Go back to an easier game, or discontinue the activity for awhile. It is frustrating, to both child and parent, to attempt to teach a skill a child is not ready to learn.
2. Always have your child work from his left to his right. This skill is necessary for learning to read and write later on.
3. Encourage your child. He learns better when he feels good about himself.
4. Talk to your child and read to your child. All learning begins at home, and YOU are his first teacher.

If your child tells you that he would like to learn to write his name, teach him to write it as he will be taught in school. The first letter in his name will be a capital letter. All the rest of the letters should be small letters.

Example: Johnny NOT: JOHNNY

Remember!! It is harder for a child to learn the RIGHT way to do something when he has been taught the WRONG way first.

SHAPE LOTTO

This game will help your child:

1. Match shapes that are the same.
2. Learn the names of basic shapes.
3. Become aware of shapes around him.

The game is divided into activities to be taught and played over a number of days. If your child seems to really catch on to a certain activity quickly, go ahead and go on IF he wants to. Remember, children do not learn when they are tired or bored. On the other hand, spend more than one day on an activity if your child hasn't learned it well. Each skill must be learned well before you go on.

Day 1 Matching Shapes

Show your child the gameboard and the playing pieces. Tell him that he is going to be finding shapes that are the same. Also tell him it is not an easy game but that you will help him all you can.

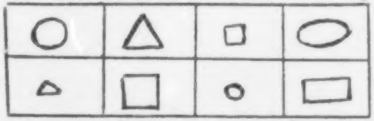
Put one set of the playing pieces in front of your child and tell him to put each piece on top of the same shape on the gameboard. Do one for him if you feel he needs to see how it is done. Be sure and praise him when he does one correctly. If he does one wrong, tell him he needs to check that one again. If he still thinks he is matching it correctly, pick up the shape and ask him to trace around the edges with his fingers. Then ask him to trace around the shape outline on the board. Point out the differences.

For example, if your child puts the square shape on the rectangle outline on the gameboard, you will, first, ask him to check his choice. If he still says that he is right, pick up the square shape and have him trace around it. Then have him trace around the rectangle and point out that the shape on the gameboard is "skinnier" than the shape he matched with it. Tell him, "Remember, we are looking for the shapes that are exactly the same." Then, just put

You will need: scissors, a ruler, poster board, a black marker, an envelope, and construction paper (colors:red, blue, yellow, green, orange, black, white, and purple)

You will:

1. Make the gameboard (as shown) on the piece of poster paper:



2. Now, draw these same shapes on the colored poster board or construction paper. Cut 2 of each shape shown. When you finish, you should have 16 playing pieces.

NOTE: DO NOT cut the 2 same shapes out of the same colored paper. (Example: 1 yellow oval and 1 blue oval).

These are the shapes which you will use to play the game.

NOW YOU ARE READY TO START!

the square piece back into the pile of shapes, mix them up, and let him try again.

After he has matched the one set correctly, give him the other set and take away the first set. Tell him that he has to be careful because the colors of the shapes in the second set are not the same as the colors of the same shapes in the first set. Tell him that this is because we want to make sure he is learning to match shapes and not colors.

When he has matched these correctly, give him both sets to do at the same time.

Day 2 The Circle

Place the gameboard on a table in front of your child. Tell your child to look at all the shapes.

Show your child the circle and talk about how it is round like a ball. Have your child trace with his fingers around the outside of the circle. Tell your child, "This is a circle," and have his say "circle."

Give your child a "large circle" playing piece and tell him to find a circle "just like this one" on the gameboard. Say, "Put your circle on the one like it on the board." If he doesn't understand what you want him to do, show him. Tell him he is doing well and encourage him often.

Repeat with the small circle playing piece.

Day 4 The Triangle

Talk a little about the shape of the circle and square. Have your child place the circle and square playing pieces (large and small ones) on the proper place on the gameboard.

Point to the triangles on the gameboard and say, "This shape is called a triangle. A triangle has three sides." Have your child say "triangle" and ask him to place his two large and two small triangle game pieces on the gameboard.

Day 3 The Square

Review the circle and talk about how it is round. Have him place the large and small circles on the proper place on the gameboard.

Point to one of the squares on the gameboard and say, "This shape is a square." Talk about the square. It has four sides, all the sides are the same size, and it has four corners. Point to each corner of the square as you count, "One, two, three, four." Have your child trace around the square playing piece with his finger.

Give your child a large square playing piece and tell him to find a square "just like it on the gameboard." Tell him to place his square on the one just like it on the gameboard. Have him do the same with the small square. Show him that you are pleased when he does it right. If he has trouble matching the shapes, show him what you want him to do.

Day 5 The Rectangle

Begin as before, placing the gameboard in front of your child and asking him to place his circles, squares and triangles in the right places on the board. After being certain that he fully understands these shapes, proceed with the rectangle.

Point to the rectangle on the gameboard and say, "This shape is a rectangle." Talk about the shape of the rectangle: it has four sides--two long sides and two shorter sides. Have your child trace the shape of the rectangle on the gameboard with his finger, and have him say "rectangle."

When you feel that he knows the shape of the rectangle, give him a rectangle playing piece and tell him to find a shape on the gameboard just like it. Then, tell him to place his rectangle on it. Have him find the other rectangle game piece and place it on the rectangle on the gameboard. Remember to tell him that he is doing a good job with the shapes. If he doesn't seem to know any of the above shapes, do not go on to the next activity. Go back over the shapes he does not yet know.

Day 6 The Oval

Begin as on previous days, having your child place those shapes which he has already learned on the gameboard and having him name the shapes as he goes along.

Point to the oval shape on the gameboard and say, "This shape is called an oval. Talk about the shape, telling him that the oval shape looks like an egg. Show him the difference in the oval and the circle shapes. The circle looks like a ball, while the oval looks like an egg. Have your child say "oval" and trace the shape on the gameboard with his finger. Have him place his two oval-shaped game pieces on the right places on the gameboard.

Your child has now worked with all five basic shapes. Allow him to play with the shapes if he wishes. When he is ready to put them away, ask him for them by name: "Give me the large squares.", "Now the small squares.", etc. until all shapes are put away. In this way, you are helping him remember the names of the shapes.

Day 8 "Feel the Shape"

Place one set of the shapes in front of your child and have him name them as you point to them.

Now say,"Today, we will play a guessing game with the shapes." and have your child place his hands behind his back. Then, you place a shape in his hands. Ask him to feel the shape and tell you which shape he is holding by the way it feels. After he has guessed all the shapes, he can play another game.

Some children find it hard to identify shapes by their feel. This skill may require much practice. At the end of this booklet, there is a guessing game that all children can enjoy. This game is very helpful to children who have trouble identifying things by the way they feel.

"Take Away Game"

Lay the five large game pieces (the circle, square, triangle, rectangle, and oval) on the table in front of your child. Tell him to look carefully at the shapes because "In one minute I will take one away." Have your child cover his eyes while you remove one

Day 7 "Look and See"

Review all the shapes by placing the board in front of your child and having him place each shape piece in the proper place on the board. Encourage him to name the shapes as he works. You may need to show him what you want him to do by placing the first piece on the gameboard yourself.

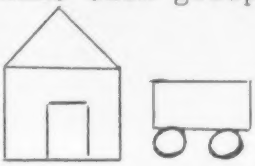
Tell him, "Now, we will play a new game called Look and See. You choose a shape and then we will look all around the house and see how many things we can find with that shape." Repeat this game by using all the shapes. If your child becomes tired or doesn't want to play, put the game away until he is ready to play again. Never force him to play the games or scold him for mistakes. He will learn faster if he is encouraged and eager to play the games.

of the shapes. Have him tell you which one is missing. Repeat this game with several other shapes.

Day 9 "Sort the Shapes"

Mix all sixteen shape pieces up and tell your child to find all of the shapes that are the same and put them together. Show him by finding all the circles and putting them in a group. Now mix them all up again and have your child play the game. Tell him, "Now, do it yourself." When he has finished, have him name each group of shapes.

Help your child make designs with his shapes.



Help him draw and cut out shapes.

Loook through magazines and help him find shapes in pictures.

Remembering Game

Use the lotto game shapes for patterns to make more shapes on construction paper. Make two sets of lotto game shapes all the same color; two large and two small triangles, two large and two small circles, two large and two small squares, two rectangles, two ovals.

Give your child one set of eight lotto game pieces, and you keep one set for yourself.

Tell your child, "I am going to lay two shapes on the table. Look carefully at them. Let's name them." Point to them as you and your child name the shapes.

Then say, "Now, lay your shapes out so they look like mine."

When the child is able to lay his shapes out exactly as you have, you can go on with the game.

Say to your child, "Now, I am going to lay out two shapes. Look at them carefully, because I will cover them up in a minute."

Guessing Game

Needed for game: One paper bag (lunch bag size), about six small objects (such as a penny, whistle, closed safety pin, spool, small plastic soldier or animal, a large button, crayon, etc.)

Place objects into guessing bag. Tell your child to take one out at a time with his hand (without looking) and to guess what it is by the way it feels. After he has guessed what the object is, he may open his hand and see if he is right. Many children become so skillful that they can tell the difference between pennies, dimes, nickels, and quarters by feel; but this is much more difficult and should be played by children after they become successful with the game.

Allow your child to take as much time as he needs. This game should never be timed or done fast, as speed is not important here.

Cover your shapes and tell the child to lay out his shapes so that they look like yours.

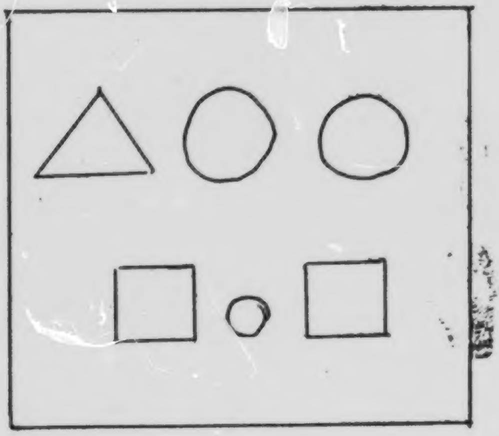
When he is finished, uncover your shapes and talk about how well he did. If he was unable to repeat your pattern, work without covering the shapes for awhile. Then, begin with only one shape, cover it, and allow him to try and lay out the same shape.

Learning Games

Booklet #1

To help your child learn....

COLOR
SIZE
SHAPE



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HOW TO PLAY LEARNING GAMES WITH A PRESCHOOL CHILD

A Few Words to the Parents:

In this booklet, you will find games you can play at home with a three, four, or five year-old child.

How-to-do-it instructions for each game are included. Even if you already know how to play one of these games, it is a good idea to look at the instructions before you start to play that game with your child.

Your child will learn a new skill or a new way of thinking each time the two of you play a new game. Your child will need these skills when he or she goes to school. Your child needs the new skills now when he is playing with other children, when riding in a car, or when going to the store.

But the skills and ideas that your child learns now will do more than help in the first year in school. They will be useful later on, in many other ways.

You can get more ideas for games and activities to use with your child from us at Project FIND. As soon as your child is ready to try different things, call us and we will send you more ideas to use. Our phone number is 643-6566. New ideas will also be presented at future workshops.

Please be sure to read the instructions about "How to Use Specific Words" as soon as you can. The way in which you talk with your child everyday is important--during these games as well as any other time.

GENERAL INSTRUCTIONS

Before you start each game, be sure to remember these three important points:

A. Ask your child only once each day if he (or she) wishes to play the game.

B. The child may change the rules of the game at any time. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

TALK TO YOUR CHILD

I. Give Clear Directions:

Children learn rapidly from their parents by observing them and by copying what they say. If you use unclear directions, your child will find it difficult to follow them and will have trouble learning how to give clear directions also.

A. Right: Put the book in the shelf by the door.
   Wrong: Put it there.

B. Right: We will leave for the party at 2:00.
   Wrong: After a while.

C. Right: The cookies are on the lower shelf in the green can.
   Wrong: In there.

D. Right: Your shoes are in your room behind the door.
   Wrong: They are in there.

II. Be Positive:

It is confusing to a child to be told what NOT to do. This leaves him wondering what he SHOULD do. Instead, tell him what to do.

A. Right: When you have finished chewing and swallowing your food, then say what you want to say.
   Wrong: Don't talk with your mouth full.

B. Right: Put your hand over your mouth when you sneeze.
   Wrong: Don't do that.

C. Right: When the sidewalk is wet, walk because you can fall.
   Wrong: Don't run.

D. Right: Wear your raincoat today; it is raining.
   Wrong: Don't get wet.

E. Right: Hold on to the slide with both hands when you are going to slide.
   Wrong: Be careful.

F. Right: Turn off the light in your room when you leave
   Wrong: Don't leave the light on.

III. Use Many Action Words:

Children need to learn words that describe actions. Using the same ones over and over limits their use of language. You need to say how movements are made, too.

A. Right: I like to see you running so swiftly.
   Wrong: You are fast.

B. Right: You can pry the lid open with this jar opener.
   Wrong: Get it off with this.

C. Right: The rain is really pelting down this morning.
   Wrong: It is raining.

D. Right: That man jogs around the block every morning.
   Wrong: He runs.

E. Right: Watch carefully the way I do it.
   Wrong: Look.

IV. Describe Concepts:

Children need experience in understanding concepts such as above--below, longest--shortest, thick--thin, color, shape, and names of things.

A. Right: Give her the shortest pencil.
   Wrong: Give her that one.

B. Right: This piece of pie is a triangle.
   Wrong: This is a piece of pie.

C. Right: Do you like my blue dress?
   Wrong: Do you like it?

D. Right: That animal is a horse.
   Wrong: It is a horse.

V. Explain Ideas:

Ideas like texture, color, vegetables, tools, and body parts, need to be explained well.

A. Right: This knife has a sharp edge.
   Wrong: It is sharp.

B. Right: The skin of this fruit is orange like it's name
   Wrong: It is orange.

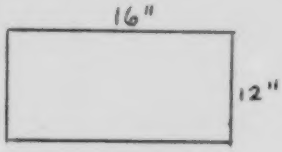
MAKING A FLANNELBOARD

You will need: cardboard, flannel, scissors, glue, and an envelope

Directions:

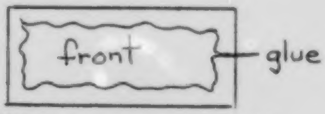
1. Cut the cardboard to the size desired (12x16" is a good size)

#1



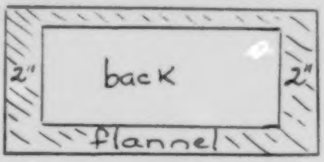
2. Cut the flannel, leaving 2" on each side (for a 12x16" board, you will need a 16x20" piece of flannel).

#3



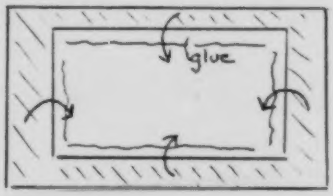
3. Put glue around the edges of the FRONT side of the cardboard.

#5


2"
back
2"
flannel

4. Lay out flannel flat on a table. Iron first if necessary.
5. Place the cardboard FACE DOWN on the flannel, leaving about 2" of flannel on each side of the board. Let dry.

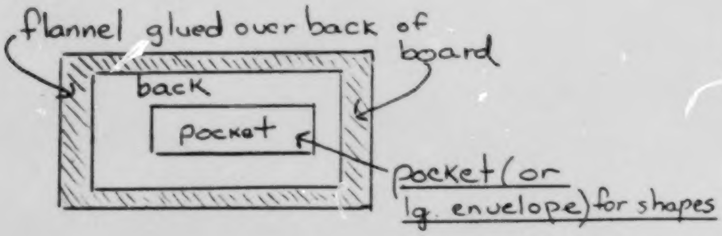
#6

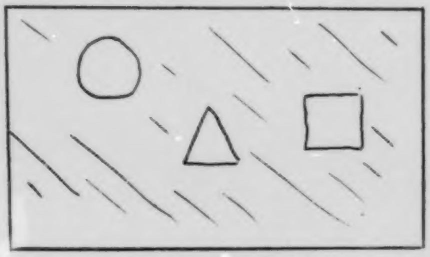


6. Fold the sides of the flannel over the back edges of the cardboard and glue in place. Let dry.
7. Glue the envelope to the back of the flannelboard to store the game pieces.

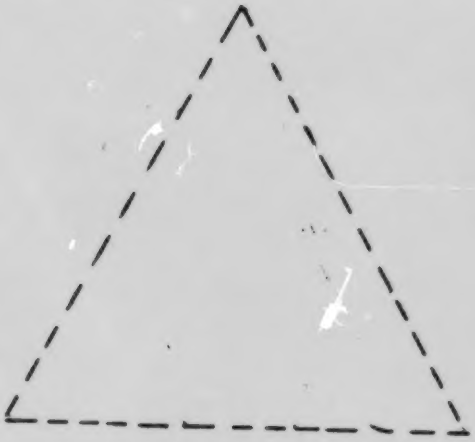
YOUR FLANNELBOARD IS NOW READY TO USE!!

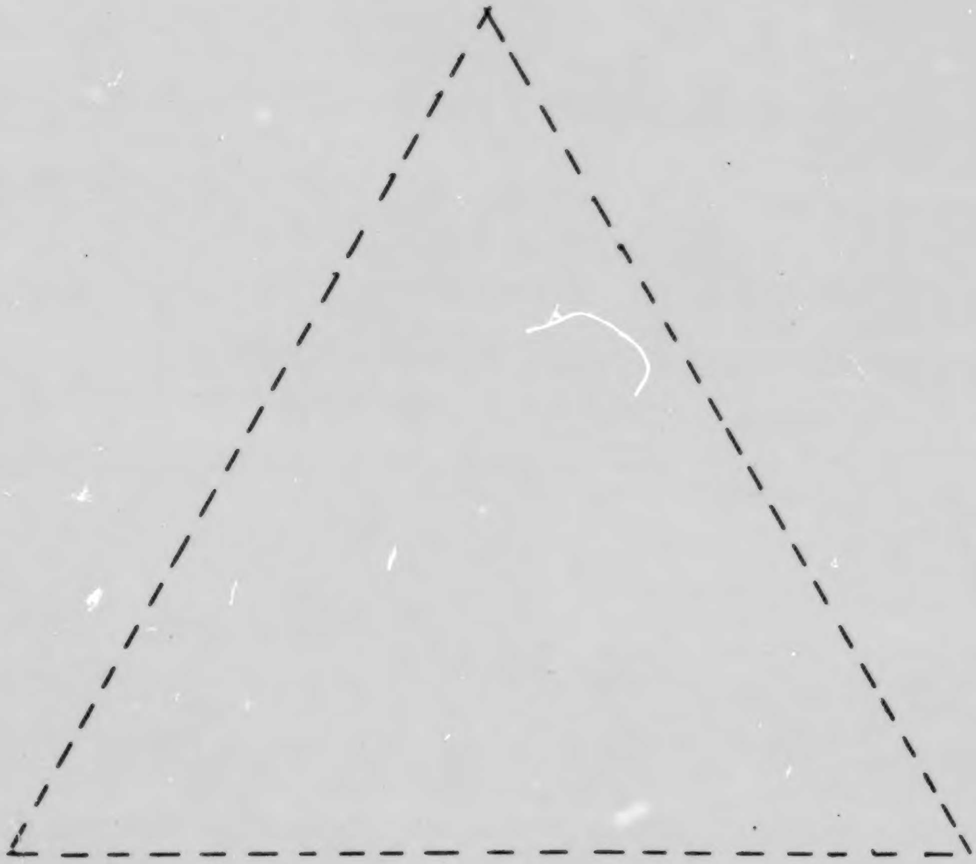
Helpful Hint:

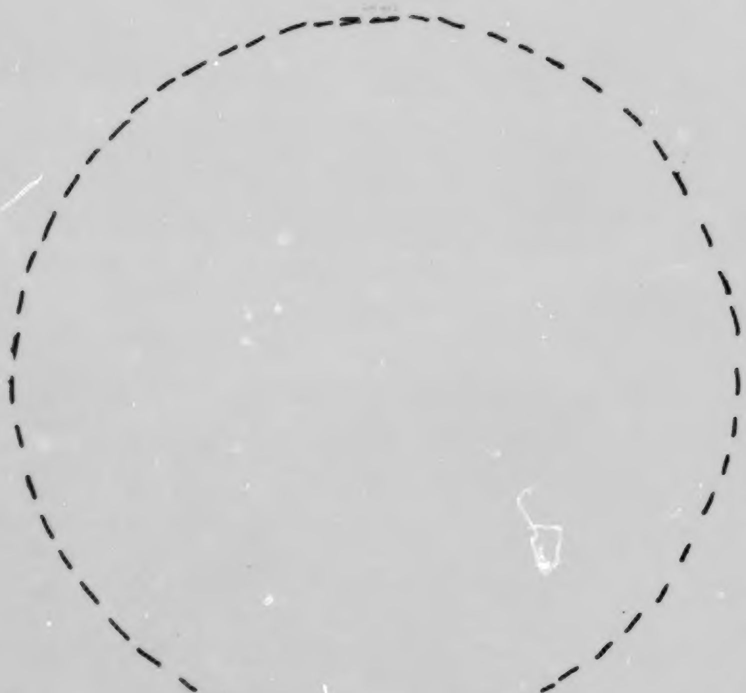

flannel glued over back of board
back
pocket
pocket (or lg. envelope) for shapes

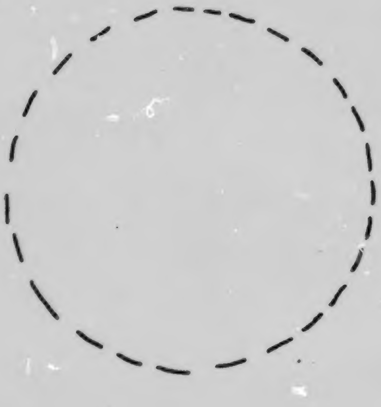


FLANNELBOARD SHAPES









GAME I - Which Shape is Not the Same?

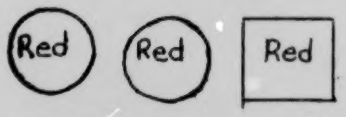
You will need: Your flannelboard and 2 large red circles and 1 large red square.

Your child will: be able to pick out the different shape from a group of 3 shapes.

Directions:

1. Allow your child to play with the shapes until he is ready to play the game.

2. Put the 2 large red circles and the large red square on the board like this:



3. Tell your child, "Find the shape that is not the same as the other shapes."

   If he points to the square, say, "The square is NOT the the same shape as the circles. Good!"

   If he points to one of the circles, touch the other circle and ask him, "Where is the shape that is the same as this one?" When he points to the other circle, say, "Yes, that circle is the same shape as this circle. Now tell me which shape is not the same?" Remember to praise him when he does it correctly.

4. Repeat this game with all the shapes, keeping the color and size the same until he knows the shapes.

NOTE: Put the different shape in a different position each time (not always last, first, or middle) so that you can be sure he is learning the idea of difference.

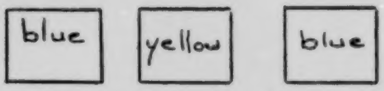
GAME II - What Color is Not the Same?

You will need: Your flannelboard and 2 large blue squares and 1 large yellow square

Your child will: be able to choose the color that is different from a group of 3 shapes (two of which are the same color) and will be able to say the names of the colors.

Directions:

1. Allow your child to play with the colors until he is ready to play the game.
2. Put the 2 large blue squares and large yellow square on the board like this:



3. Tell your child, "Find the square that is not the same color as this blue one." You point to one of the blue squares as you talk.

    If he points to the yellow square, say, "Right, yellow is not the same color as blue."

    If he points to the blue square, point to the other blue square again and ask, "Which square is the same color as this blue square?" When he points to the blue one say, "Yes, that blue one is the same color as this blue square. Now tell me what color is not the same."

4. Repeat this game with all the colors, keeping the size and shape the same until he knows the colors.

NOTE: Put the different color in a different position each time.

GAME III - Which Size is Not the Same?

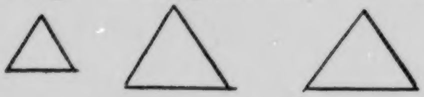
You will need: The flannelboard, 2 large triangles, and 1 small triangle--all the same color

Your child will: be able to point to the shape which is not the same size from a given group of 3 shapes.

Directions:

1. Allow your child to play with the shapes until he is ready to play the game.

2. Put the 2 large triangles and 1 small one on the board like this:



3. Tell your child, "Find the triangle that is not the same size as the other triangles."

   If he points to the small one, say, "You're right. The small triangle is not the same size as the large triangle."

   If he points to the large triangle, touch the other large triangle and ask, "Where is the triangle that is the same size as this one?" When he points to the large triangle, say, "Yes, that large triangle is the same size as this one. Now, show me the triangle that is not the same size." Remember to compliment him on correct answers.

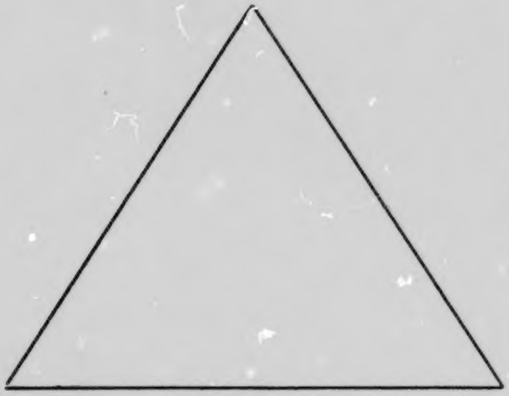
4. Repeat this game with other shapes and colors being sure the size is the only difference.

NOTE: Put the different size in a different position each time.

Things to tell your child about the shapes he is learning:

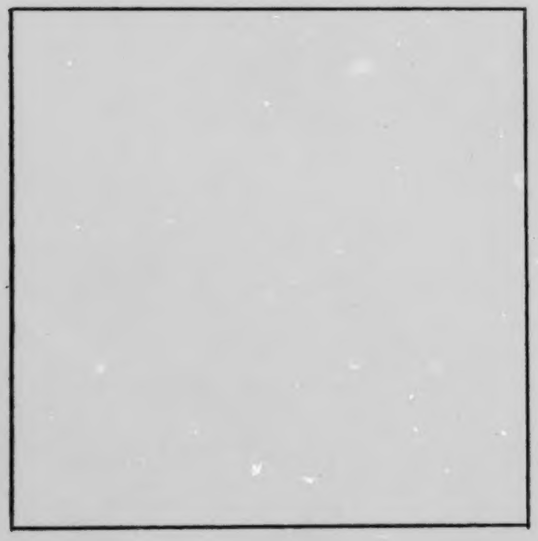
Circles

A circle is round.
A circle looks like a ball or a wheel.
A circle has no corners.



Triangles

Triangles have 3 sides.
Triangles have 3 corners..
Triangles look like the roof of a house or a clown's hat.



Squares

A square has 4 sides.
Squares have 4 corners.
Squares look like boxes.
All 4 sides of a square are the same size.

MORE FUN WITH SHAPES, COLORS, AND SIZES

1. Shapes All Around

   Have your child find circles and squares in your house. Some examples are a clock, a plate, a penny, boxes, windows, and tables.

2. Drawing and Cutting

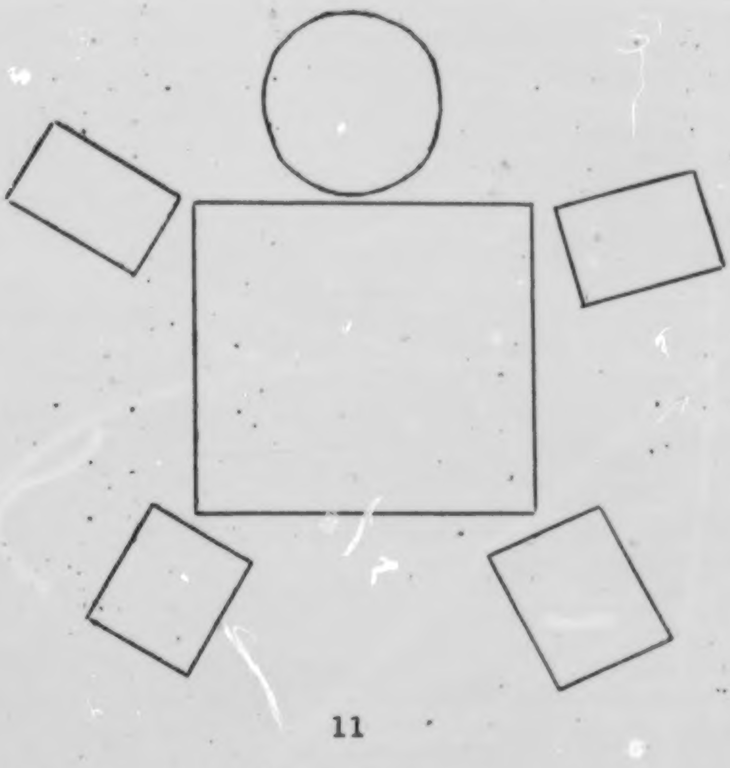
   Make some circles on a piece of paper by drawing around cans or jar lids. Have your child color them with crayons. Then have them cut out the circles and count them. Which is the biggest? Which is smallest?

   Make some squares on a piece of paper by drawing around boxes.

   Make triangles by cutting the squares in half.

3. Have your child match the flannelboard pieces on the board according to shape or size or color.

4. Let your child use his shapes to make shape pictures on the flannelboard. You might give him an example:



Other game ideas. . .

FEELY BAG

You will need: A small paper bag and 2 of each large shape and each small shape.

Your child will: be able to recognize and name the shapes in the bag by touch alone.

Directions:

1. Allow your child to play with the bag and shapes until he is ready to play the game.
2. Place one set of shapes on the table and one set in the paper bag.
3. Pick up the large triangle and tell him, "Find the large triangle in the bag and give it to me. Do not look. Just feel."

   If he gives you the large triangle, say, "Yes, that is the same shape and size as this large triangle."

   If he gives you one of the other shapes or the small triangle, say, "Oh-oh, these are not the same. Put it back and try again."
4. Repeat the game with all the other shapes and play this game until he knows the shapes by feel without having to look in the bag.

Variation: Put other objects such as a small ball, jacks, rocks, spoons, pencils, spools, marbles, and toothbrushes, in the bag and have him tell you what he will bring out before he looks at it.

RECIPES AND ACTIVITIES FOR FUN WITH . . .

. . . FINGER PAINTS

Recipes for making finger paints:

1. Mix paste with the same amount of liquid detergent. To make paints of different colors, use food coloring.
   OR
2. Mix liquid laundry starch with the same amount of food coloring or paint.

Activities:

1. Spread paint on a counter or in a cake pan (or anything else that you can wash or throw away) and let your child draw any object he wishes to with his fingers. (Note: wax paper can be used to draw on.)

2. Have your child make the shapes he has learned in the paint.

. . . CLAY OR FUN DOUGH

Recipe for Cornstarch Clay

You need: 1 cup of cornstarch
2 cups of salt
1 1/3 cups of cold water

Directions:

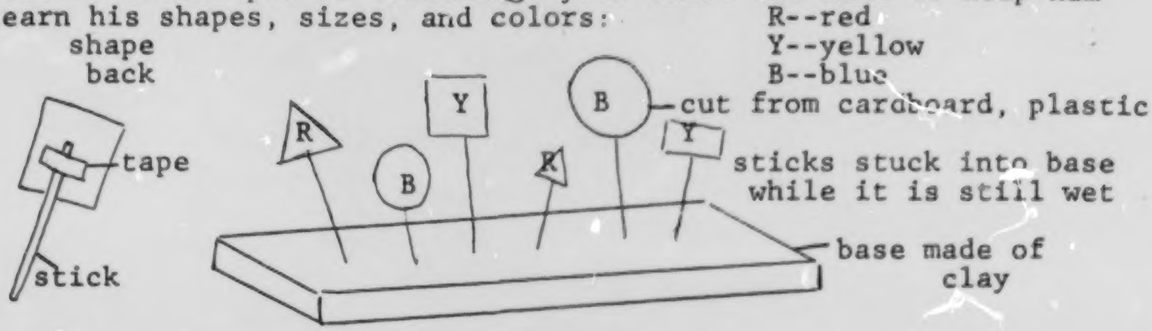
1. Put 2/3 cup of water and salt in a pot and bring to a boil.
2. Mix the cornstarch with the remaining water and stir well.
3. Blend the 2 mixtures together and knead into clay**
   **Your child can help you do this.

This type of clay will harden and can be used to make animals, things to hang on the walls, and all kinds of other things. Let your child create his own items.

After he has molded his figure, let the figure dry. This takes several hours. Then let him paint it. This type of figure is easily breakable. To make it a bit sturdier, your child can put several coats of Elmer's glue on it with a paintbrush, being sure that each coat is dry before applying another.

Since this clay does harden, any unused clay should be stored in a covered container or plastic bag and kept in the refrigerator for another day.

Here is an example of something your child can make to help him learn his shapes, sizes, and colors:


R--red
Y--yellow
B--blue
shape back
tape
stick
R
B
Y
R
B
Y
cut from cardboard, plastic
sticks stuck into base while it is still wet
base made of clay

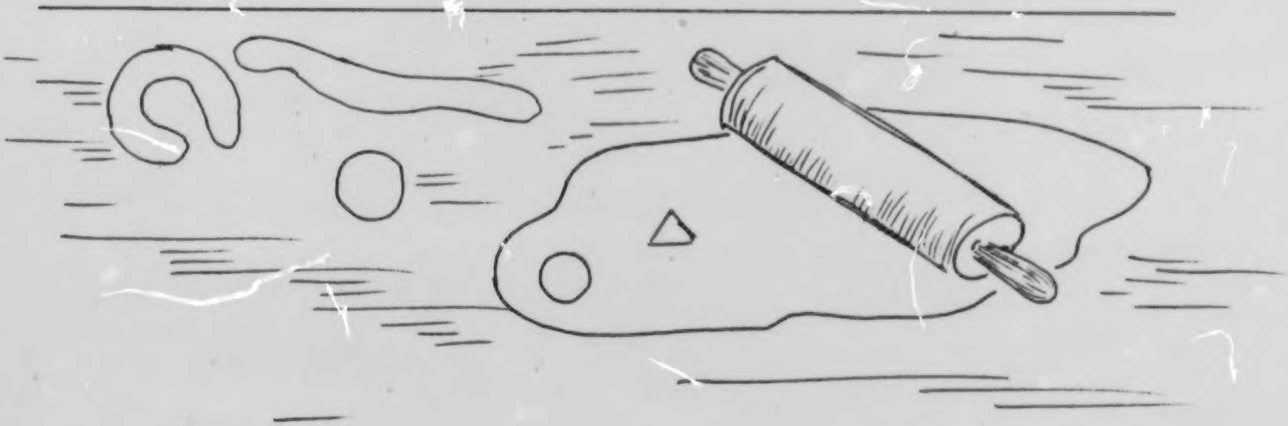
Recipe for Fun Dough

You need: 1½ cups of flour
½ cup of salt
½ cup of water
¼ cup of vegetable oil
Or a few drops of liquid detergent
food coloring (optional)

Directions:

1. Mix the flour and salt together in a bowl.
2. Slowly add water, oil (or detergent), and food coloring
3. Knead the dough well. (have your child help you do this)

This is the kind of dough that you can roll, cut, and shape. It does not work well to make items like the clay. Be sure that the clay is kept in a covered container or a plastic bag in the refrigerator when not in use.



BEAN BAGS

Bean bags are so much fun for children to play with and are very easily made from scraps. Cut yours in a square, round or triangle shape. You will need two pieces for each. Sew around the edges twice so the beans won't leak out but leave an opening to turn it and stuff it.

Your bean bags may be filled with any number of things you have around the house--dried beans, peas, or rice. Other materials can be used also: small plastic beads, foam cups, plastic straws or sand.

Vary the size of your bean bags, too. You can put a pan on the floor and let your child try to throw his bean bag into it. You could make this game more difficult by lining two or more pans behind one another and giving one point for getting the bean bag into the closest pan...two points for throwing it into the pan that is further away, and so on.

Parent Guide #1

Everyday Problems of Children

GREGORY-PORTLAND PUBLIC SCHOOLS

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PH: 512-643-6566

EC110 394

Studies have shown that the public schools are only reaching 60% of all handicapped children. Project FIND* is working to develop a system for locating that other 40% in our community.

We cannot do this alone! Making the community aware of the existence of these children and programs available for them and their families will aid us in the achieving of our goal.

We hope this meeting will help you in determining the needs of your own child.

* Finding Individuals Needing Direction

Project FIND Staff

Marcie Counter	Director
Jo Anne Rowley	Coordinator
Diane Chandler	Community Worker
Phyllis Hill	R.N.
Nancy Rodriguez	Clerical Aide

We are hoping that you will give us your ideas about topics of interest for future meetings.

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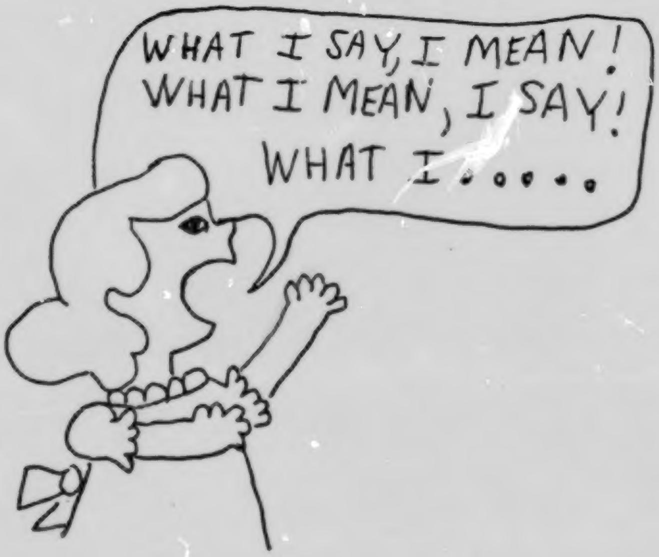
NOTES

FILMSTRIP:

"WHEN CHILDREN DISOBEY"

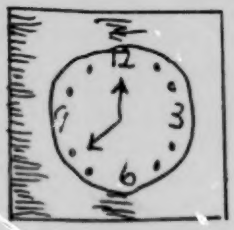

WHAT I SAY, I MEAN!
WHAT I MEAN, I SAY!
WHAT I.....

1

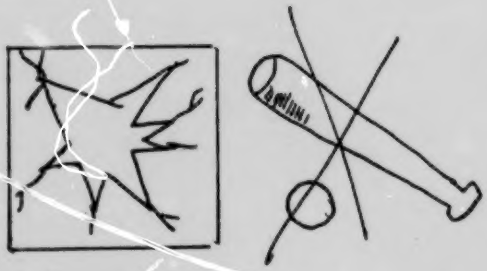
NOTES

IF YOU DECIDE TO PUNISH YOUR CHILD, THE PUNISHMENT SHOULD BE . . .

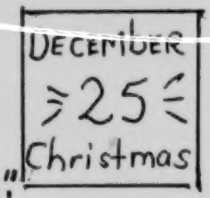
1. IMMEDIATE!
   DON'T WAIT!



2. RELATED TO
   THE ACT!!



3. NOT OVERLY
   HARSH!
   "NO CHRISTMAS THIS YEAR."



BEING AGGRESSIVE HELPS THE CHILD SATISFY HIS NEEDS FOR . . .

. . . FOOD

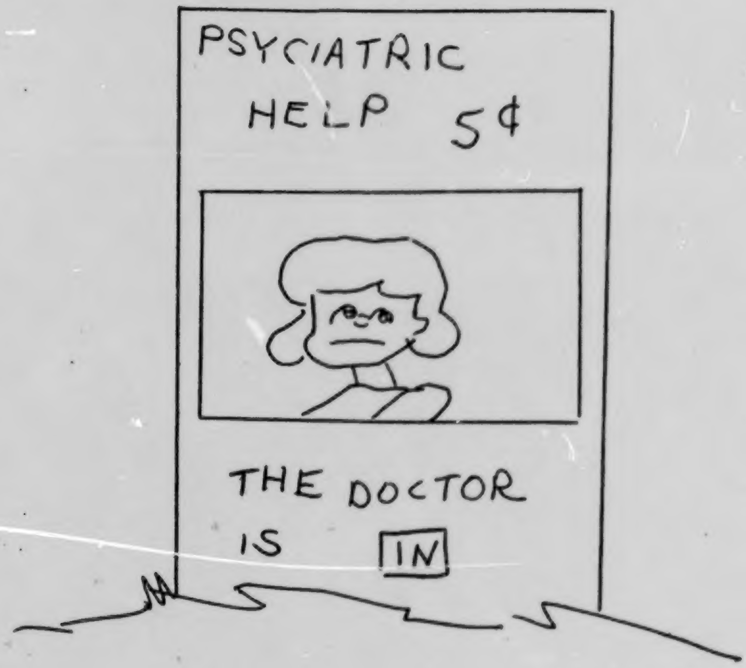
. . . ATTENTION

. . . SENSE OF SELF

. . . COMFORT

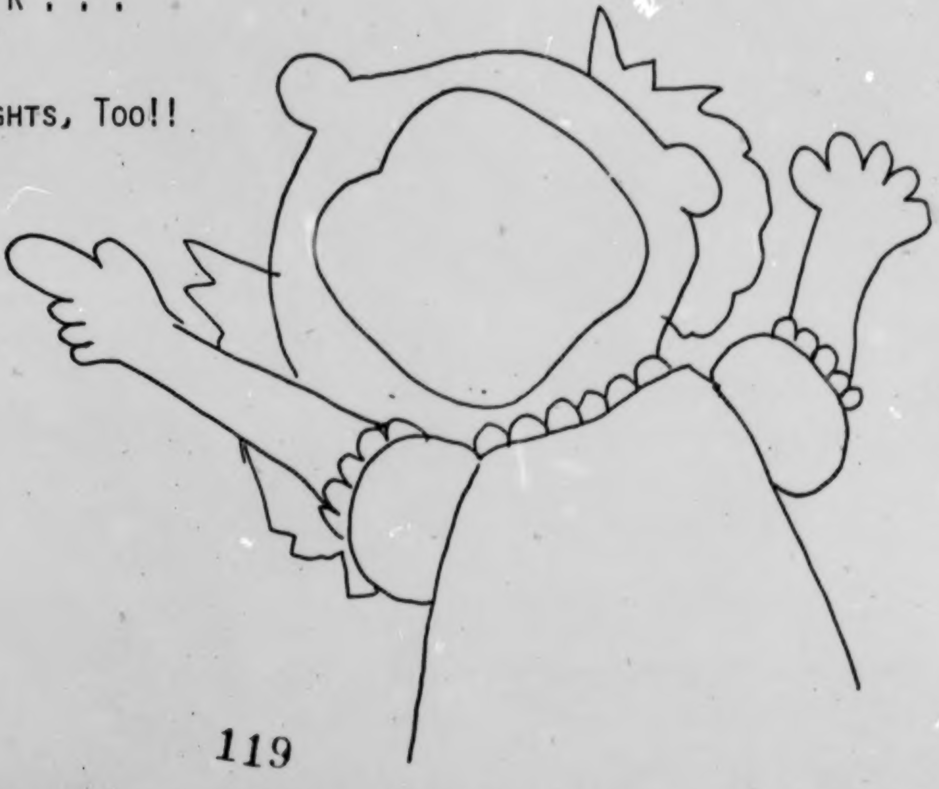
AND TO SATISFY HIS CURIOSITY.

FILMSTRIP: "WHEN CHILDREN ARE AGGRESSIVE"


PSYCIATRIC
HELP 5¢
THE DOCTOR
IS IN

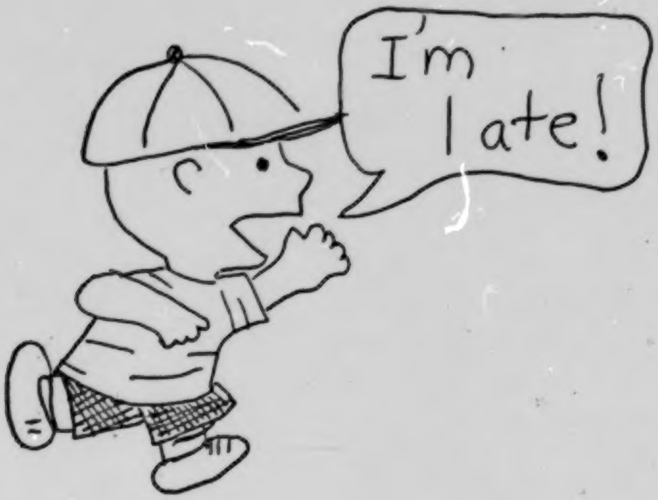
REMEMBER...

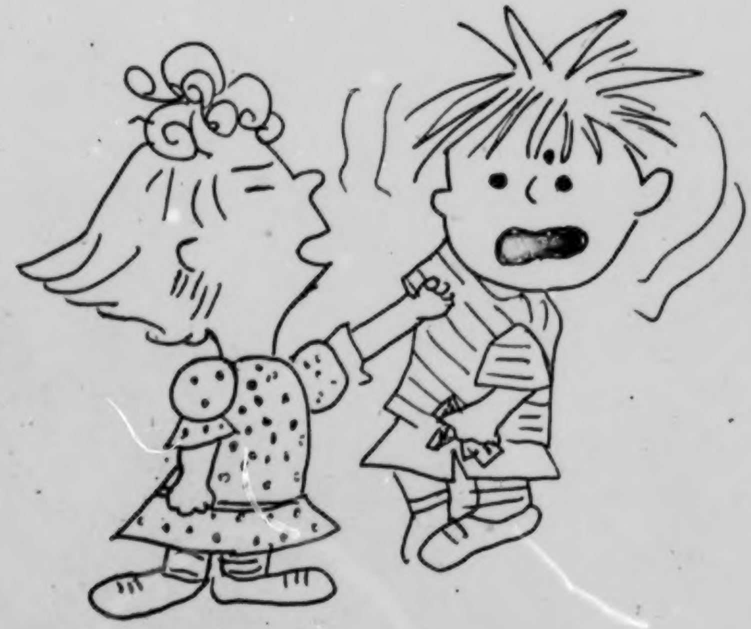
CHILDREN HAVE RIGHTS, TOO!!



IF A CHILD WON'T OBEY RIGHT AWAY,

GIVE HIM A TIME WARNING.

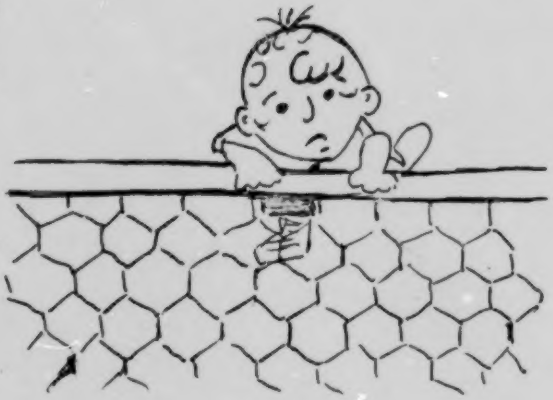




AGGRESSION MAY BE THE ONLY WAY A CHILD CAN PROTECT HIS RIGHTS.

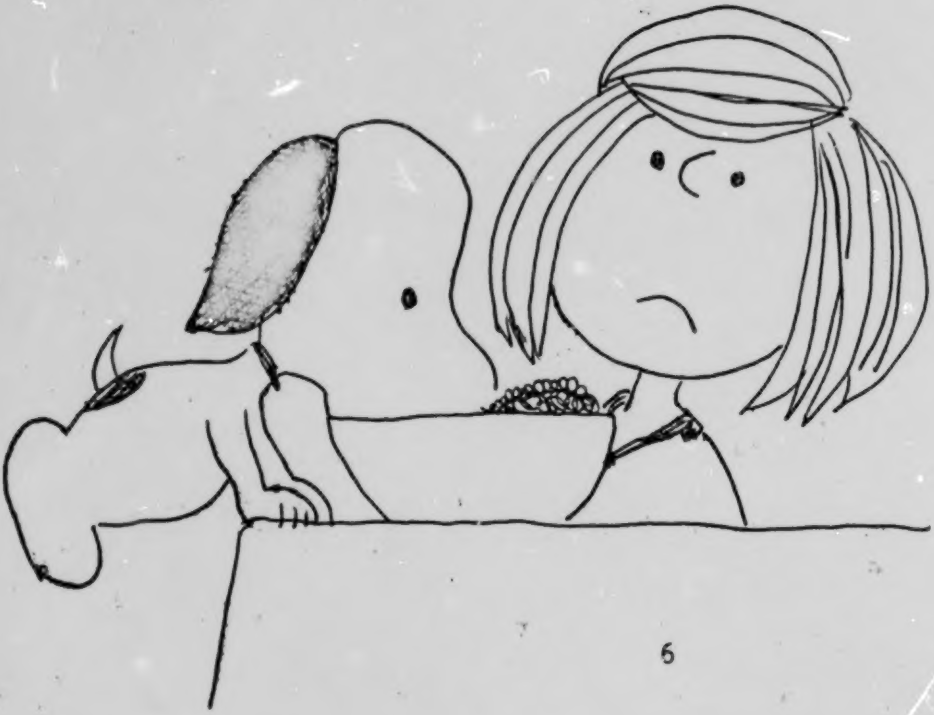
DON'T PUT YOUR CHILD IN A SITUATION THAT TEMPTS HIM.

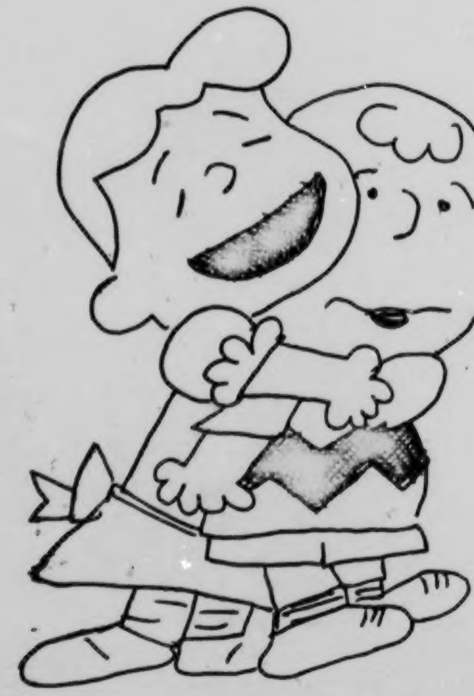
HE MAY WANT TO DO SOMETHING
SO BADLY THAT HE DOESN'T
CARE ABOUT WHAT HAPPENS
AFTERWARDS.



TALK IT OVER!! WORK IT OUT TOGETHER!!

CHILDREN MUST OBEY RULES THAT ARE MATTERS OF HEALTH, SAFETY, AND OTHER PEOPLE'S RIGHTS.





PARENTS CAN HELP THEIR CHILDREN FIND ACCEPTABLE WAYS TO EXPRESS THEIR AGGRESSIVE FEELINGS.

THE CHILD WHO SLOWLY, BUT GRADUALLY, LEARNS TO OBEY EARNS HIS PARENTS' APPROVAL, WHICH--TO HIM--IS A SIGN OF LOVE.

4

WHAT CAN PROJECT FIND DO FOR YOU?

1. WE CAN CHECK YOUR CHILD'S EYES IF HE IS MORE THAN 3½ YEARS OLD.
2. WE CAN FIND OUT WHETHER YOUR CHILD IS DOING WHAT HE SHOULD BE DOING FOR HIS AGE.
3. IF WE FIND THAT YOUR CHILD HAS SPECIAL NEEDS, WE CAN SHOW YOU WAYS IN WHICH YOU AS A PARENT CAN HELP HIM AT HOME.

IN HANDLING PROBLEMS:

TRY TO FIND OUT WHY THE CHILD DISOBEYED!!

ABOUT
PROJECT
FIND

TO OBEY DOESN'T ALWAYS
MEAN TO GIVE IN.

EVERY CHILD SHOULD BE
ENCOURAGED TO STAND UP
FOR HIS RIGHTS.

Rights of Children
1.
2.
3.
4.

4. IF YOUR CHILD NEEDS THE HELP OF A TEACHER, WE MAY BE ABLE TO OFFER A SPECIAL CLASSROOM PROGRAM FOR HIM.
5. WE CAN RECOMMEND PLACES WHICH CAN OFFER HELP IN OTHER AREAS.
6. WE CAN OFFER CLASSES FOR SEVERELY HANDICAPPED CHILDREN.

THE HOTLINE FOR ANY OF THESE SERVICES IF 643-6566. ASK FOR FIND.

PROBLEMS ARE CAUSED WHEN . . .

. . . YOU CAN'T DO WHAT OTHERS WANT YOU TO DO,

. . . YOU CAN'T DO WHAT YOU FEEL YOU SHOULD DO,

. . . YOU CAN'T DO WHAT YOU WANT TO DO,

. . . YOU CAN'T DO ANYTHING, OR

BECAUSE . . .

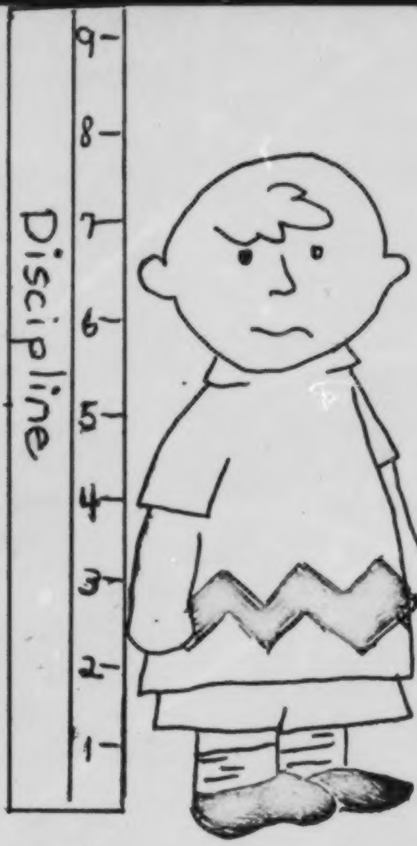
. . . YOU ARE CONFUSED AND DON'T KNOW WHAT TO DO.

- WE NEED YOUR HELP!
- IF YOU KNOW OF A CHILD WHO NEEDS OUR HELP, CALL AND TELL US. YOU NEED NOT GIVE US YOUR NAME.

AND

- TELL YOUR FRIENDS ABOUT PROJECT FIND.

OFFICE HOURS: 8:00 A.M. - 4:30 P.M. MONDAY - FRIDAY


Discipline
9
8
7
6
5
4
3
2
1

It helps to think of discipline
as TRAINING that helps a child grow.

HAPPINESS IS . . .

Being found by
Project FIND.

Learning Games Booklet #3

Fine and Gross Motor Activities

Gregory-Portland Public Schools

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Dear Parents,

In this booklet, you will find activities you can play at home with your child.

The activities in this booklet are designed to help your child develop coordination and motor skills. These skills will help your child both now and later on.

When working with your child, be sure to remember these important points:

1. Try to make the activities fun for both you and your child.
2. Don't push your child. Stop if he is uninterested, bored, or tired. If you force him, he will not enjoy working with you. Don't make it seem like WORK.
3. If your child resists doing the activities often, set up a reward system based on things he likes (outings, candy, books, etc.--depending on his interests) which will stimulate him to follow through on activities. Be sure you keep any promises you make to your child.
4. BE POSITIVE. Don't criticize. Start activities by saying things like, "This may be hard to do" or "This will take practice" or "This will be something you will have to practice". If and when he does an activity incorrectly, say "Let me show you again" or "I told you that you would have to practice this."

MOTOR ACTIVITIES

Balance is body control using both sides of the body at the same time, one at a time or individually. It is necessary for all basic tasks of locomotion.

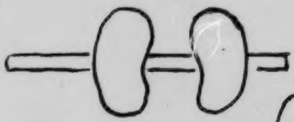
Have the child assume hand and knee positions on the floor.

Have the child raise one hand in the air. Put that hand down and raise the other hand.
Have the child raise one leg in the air. Put that leg down and raise the other leg.
Have the child raise his right arm and right leg.
Have the child raise his left arm and left leg. Kneel upright.

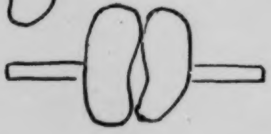
Vary the activity so that only 2 points of the body touch the floor.
Have the child raise alternate hands and legs in the air, right arms and left legs.
Have the child raise his left arm and right leg, slowly. (This is a cross pattern)

Stand the child on a line

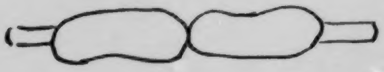
feet parallel



feet and heels together

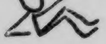


heel-to-toe-standing

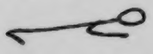


Have the child:

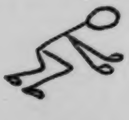
Balance seated - remain still for increasing periods of time.



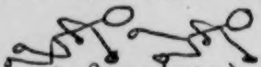
Balance while lying on side



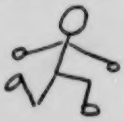
Hand and knee balance, with 4 points of the body touching the floor.



and knee balance (touching the floor at 2 and 3 points).



Knee--foot balance (touching the floor at 2 points).



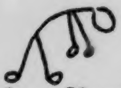
Stand with one knee held high.
Stand with arms folded across the chest.
Stand with eyes closed.
Stand on one foot, eyes closed, arms folded across the chest.
Stand on one foot, eyes closed, arms folded across the chest, and knee high.
Balance on tiptoes for the count of ten.
Stand on one foot for the count of five. Change feet.
Rise from a sitting position on the floor, keeping arms folded across the chest.

Sit and sway from side to side (legs crossed, then held out).
Sit and sway forward and backward (legs crossed, then held out).

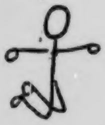
Stand. Put hands on hips with feet apart; lean forward, keeping the knees stiff. Lift the heels from the floor. Rock backward, lifting the toes from the floor.

Rock from side to side.

Elephant walk. Bend forward from the waist, allowing arms to hang limply with hands closed. Walk forward by taking big steps.

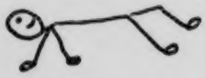


Lay out hand prints on the floor. Have the child crawl putting his hands on the hand prints.

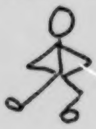


Have the child walk forward on his knees.
Have the child walk backward on his knees.

Crab walk. Have the child sit on the floor, placing his hands on the floor behind him. Raise his body so that the child is standing on his hands and feet. Have him walk on his hands and feet in a backward direction.



Frog squat. With the child in a squatting position, have him place his hands on his hips. One leg is straightened and then bent. Repeat with the other leg, with a hopping motion.

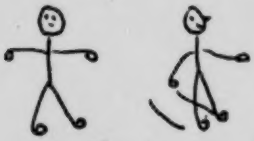


Bunny hop. Place hands at the sides of the head, forming bunny ears. Hop forward, keeping both feet together.

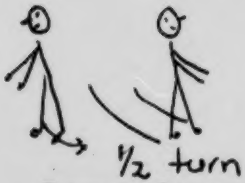
Have the child:

Stand on the right foot with arms at the sides and eyes closed.
Stand on the left foot, arms at sides and eyes closed. Count to five.
Stand on tiptoes with eyes closed. Count to five.
Stand on the right foot with arms folded and eyes closed. Count to five.
Stand on the left foot with arms folded and eyes closed. Count to five.
Fold arms and close eyes. In this position, jump on both feet.
Jump on the right foot with eyes closed.
Jump on the left foot with eyes closed.
Stand on one foot and hop in place.
Hop in rhythm, alternating feet.
Jump backwards with controlled landing.

Stand on both feet with eyes closed. Jump and turn while in the air. Use ½ and ¼ turns only.



1/4 turn



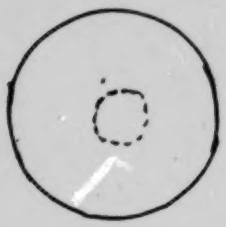
1/2 turn

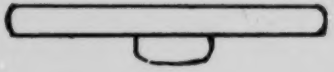
Stand on the right foot with eyes closed. Jump and turn while in the air. Use ½ and ¼ turns only.
Stand on the left foot with eyes closed. Jump and turn while while in the air. Use ½ and ¼ turns only.

Balance Board

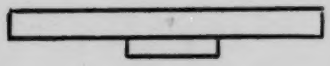
Have the child:

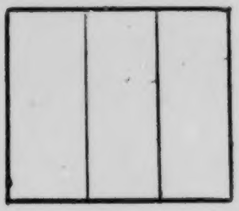
Stand on the board and maintain his balance.
Step up on the board then step down.
Stand on the board and tip forward and balance again.
Stand on the board and tip backward and balance again.
Stand on the board and tip to the left.
Stand on the board and tip to the right.
Stand on the board and make a ¼ turn.
Stand on the board and make a complete turn.
Stand on the board and bend to pick up an object.
Stand on the board and reach to grasp an object.
Stand on the board and throw a ball.
Stand on the board and catch a ball.
Stand on the board and touch different parts of the body on command balancing all of the time.





Balance boards can also be square.

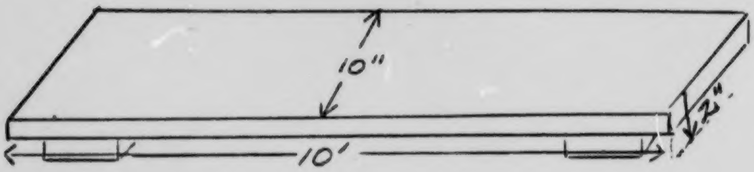




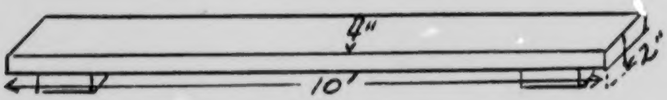
Walking Board Activities

If a child is unable to walk the board, set up a "walk" using newspapers or masking tape and have the child walk the path. Narrow the width of the path as the child gains in ability. Use a walking board and gradually work the child down to use the narrow balance beam. Place strips of non-skid tape on the surface of the board to prevent slipping.
(Drawing on the following page.)

A walking board:



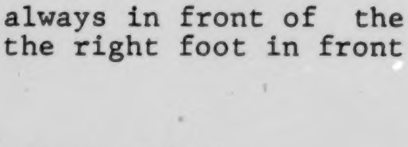
A balance beam:



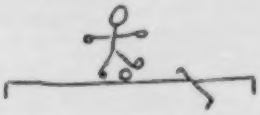
Have the child:

Walk slowly, one foot in front of the other.
Walk forward on the beam, arms held out at the side. Do the same walking backward.
Walk forward to the middle of the board; turn one half way around and continue to the end of board in a backward motion.
Walk forward to the middle of the balance beam; then turn and walk sideways the rest of the way with left side leading. Do the same thing but with the right side leading.
Walk forward with the left foot always in front of the right. Do the same thing with the right foot in front of the left.
Walk backward with the left foot always in front of the right. Do the same thing with the right foot in front of the left.
Walk forward with hands on hips.
Walk backward with hands on hips.
Walk forward with arms folded across the chest.
Walk backward with arms folded across the chest.
Walk forward with arms straight over the head.
Walk backward with arms straight over the head.
Walk forward with arms held straight out in front.
Walk backward with arms held straight out in front.
Walk forward and pick up a chalk eraser from the middle of the beam.
Walk forward to the center, kneel on one knee, rise and continue to the end of the beam.
Walk forward with eraser balanced on top of the head.
Walk backward with eraser balanced on top of the head.
Walk to the center and pick up an eraser placed in the center. Place the eraser on top of the head and continue to end of the beam.

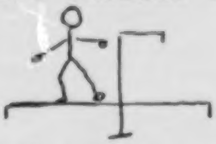
Walk with obstacles on the board.



Walk over the obstacles. (These can become higher and higher as the child becomes more proficient). Walk backward over the obstacles.



Walk under obstacles a foot shorter than the child. Walk backward under obstacles a foot shorter than the child.



Walk forward, arms held at the sides, palms up, and with an eraser or beanbag in each hand.

Walk forward arms held at the sides, palms down, and with an eraser or beanbag on the back of each hand.

Walk forward to the middle, kneel on one knee, strighten the right leg forward until the heel is on the beam and the knee is straight. Rise and walk to the end. Do the same activity but straighten out the left leg.

Walk the beam sideward, right side leading and then left side leading.

Hop on the right foot across the board. Repeat using the left foot.

Hop on the right foot part way across the board, turn around on the same foot, and walk backwards to the end.

Walk to the middle of the board sidewards with the left foot leading, turn around and walk to the end with the right side leading.

Walk the beam forward with hands clasped behind the body. Repeat walking backwards.

With hands clasped behind, walk to the middle, of the board, turn and walk the rest of the board backward.

Walk to the middle of the board and kneel on one knee, pick up an eraser and place it on the head, rise, turn around and walk backward the remaining distance.

Walk backward with an eraser balanced on the back of each hand.

Walk to the middle, do a balance stand on one foot, arms held at sides with trunk and free leg held horizontally.

Walk under obstacles a foot shorter than the child, holding hands on hips. Repeat walking backward.

Hop to the middle of the beam on the left foot, turn around on that foot and hop backward to the end. Do the same on the right foot.

Walk the beam forward, eyes closed; walk backward; walk sideward.

Stand with feet together (sideways) and eyes closed; record the time balance is maintained. Do the same acitivity but standing on the right foot only.

With partners starting at opposite ends, walk to the middle, pass each other and continue to the end.

Place his hands on the beam. The teacher holds the child's legs (wheelbarrow) while he walks the board. The person holding the legs should walk on the ground straddling the beam. Later he walks on the board.

Ladder Activities (any flat ladder, placed flat on the floor)

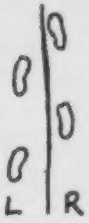
Have the child:

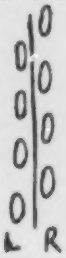
Walk forward with one foot on each side of the ladder.
Walk forward on the right side of the ladder; then on the left side.
Walk forward stepping in the space between the rungs (awareness of space and direction and balance). Do the same but backward.
Balance while walking on the edges of the ladder.
Place the ladder against the wall at varying degrees of steepness. The child climbs up and down. The teacher should stand at the bottom of the ladder in order to brace it.
Walk forward picking up bean bags placed between each rung.

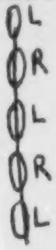
Balance Activities Using Footprints:

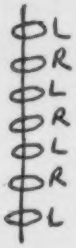
1. Set up patterns pictured below with footprints and large blocks. Stress the use of directions using the words "right and "left" as the child steps on each footprint.

2. Have the child stand directly on top of a footprint until a command to go is given. Encourage the child to watch his feet as they make contact with the footprints.









LOCOMOTION:

Locomotion includes those activities which result in moving the body through space. With these activities, the child investigates the relationship between objects in space and of their positions in space.

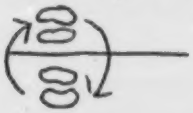
Jump in place.

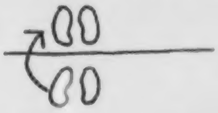
Jump from varying heights, with proper landing.

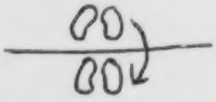
Using foot and hand prints:

Hand prints and foot prints can be easily made using poster board and gluing felt or some other surface which is comfortable to the touch.

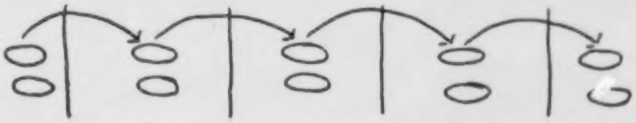
Using foot prints, jump forward, backward and sideways over a line.



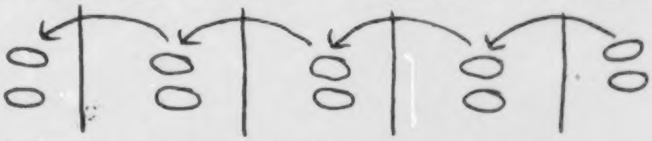




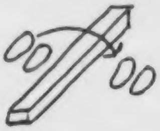
Jump forward in succession over several lines.

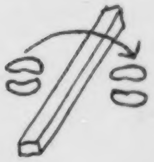


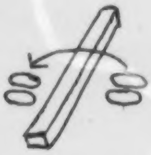
Jump backwards over a succession of lines.



Jump forward, backward, and sideways over a height.

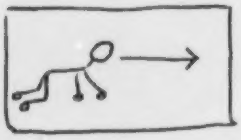






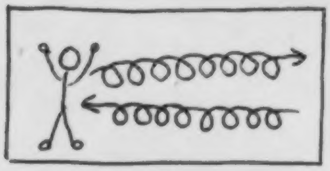
Mat Activities:

Crawling
Starting position: Have the child in the crawl position with toes over the edge of the mat.
Action: He crawls on all fours to the end of the mat as rapidly as possible, touches the floor or an object and crawls backward to the starting position.
Variation: Crawl forward and backward
Crawl sideways
Crawl on knees and elbows



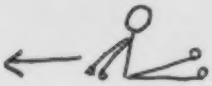
Log Roll:

Starting position: The child lies across the end of the mat, arms extended over his head.
Action: He rolls the entire length of the mat and returns to the starting position.
Variations: He rolls to the right.
He rolls to the left.



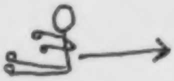
Row the Boat:

Starting position: The child sits on the mat with legs extended so that his heels are over the end of the mat. His hands are on the mat behind his hips.
Action: Keeping the knees straight and without using his legs, he pulls the body to the end of the mat with his arms and shoulders. The arms are used together. He touches the floor or an object and returns in the same manner to the starting position.
Variation: He uses his hands in an alternating sequence.



Seat Walk:

Starting position: The child sits on the mat with legs extended so that the heels are over the end of the mat. His hands are folded over his chest.
Action: He keeps his knees straight and walks on his buttocks to the end of the mat as quickly as possible.



Walk-the-line:

Place a strip of masking tape or length of rope on the floor. Direct the child to walk on the tape while using his eyes to watch and make sure that his feet touch the tape at all times.

Variation: Have the child walk forward, heel to toe.
walk sideways
walk backward
straddle the tape

The Snake:

Place a strip of masking tape or length of rope on the floor in a wavy line. Direct the child to walk on the tape, making sure that he uses his eyes to follow the snake and watch his feet.

Variation: Have the child walk forward
walk backward
walk sideways
straddle the snake
jump over the snake

Stepping:

Select objects of various heights, such as boxes, blocks, ropes, etc. Place these so that the child can step over without touching them.

Variation: Arrange an obstacle course
Arrange objects alternating high, medium and low so the child can judge the distance for himself.

Figure Eight:

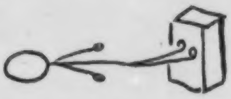
Starting position: maintain erect posture
Action: The child should walk around objects arranged on the floor in a figure 8 pattern.

Variation: The child walks forward, backward, slowly, fast, or runs.

Leg Strengtheners:

Starting position: Have the child lying on his back with his legs up and firm against an immovable object.
Action: Push as hard as possible using the legs to try and knock down the object.

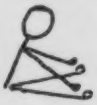
Variation: Use different objects (wall, table, etc.)



Sit-ups:

Starting position: Have the child lie on his back with his arms stretched overhead.
Action: The arms are brought forward, raising the body from the floor.

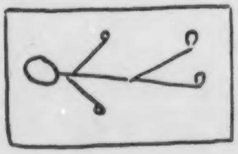
Variation: Have the child clasp his hands behind his head hold on to an object while doing this.

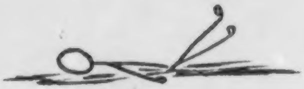


Leg Crossover:

Starting position: Have the child lie on his back preferably on a mat or rug.
Action: Keeping the right leg in place, cross the left leg over the right and place the foot flat on the floor. Alternate legs.

Variations: Lift both legs simultaneously off the mat. Raise one leg and lower to the floor; repeat with the other.





Running:

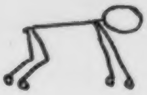
The ability to run requires muscular strength, coordination, and endurance and contributes to total psychomotor learning. Running skills and related activities should be taught as a major part of a physical education program.

Crab run:

This is explained in the BALANCE portion of this handout. Adapt the walking to running.

Dog Run:

Have the child gallop by running forward with both hands on the floor and the knees slightly bent.



Horse Gallop:

Have your child gallop like a horse.

Throwing:

Texture ball basketball

Use a shoe box with the bottom removed. Tape this basket to the wall for an indoor basketball game.

Ring toss game

Play indoor horseshoes which requires different throwing skills.

Beanbag toss

Practice throwing, using large holes as targets.Use beanbags for pitching games to see who can come closest to a line or floor marker.

Paper throw

The child can crumple paper into paper balls and "shoot" them into wastepaper baskets placed in a corner.

Milk carton toss

Use plastic milk bottles or cartons stacked in a pyramid. Knock them down with rubber balls or tennis balls.

Jumping:

Snake jump

Crouch in squat position with hands on the floor. Jump up toward person with hands outstretched like the body of a snake.

Kangaroo jump

Stand with feet together. Bend the elbows out from the body. Let the hands dangle limply. Do a deep knee bend and jump forward. Repeat three times to start with.

Rabbit jump

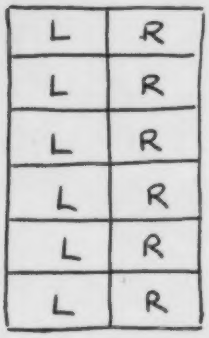
Squat low on heels. Place the hands palm down, fingers pointing toward the floor behind him. In this position, move the hands with a little jump. Repeat, simulating a rabbit.

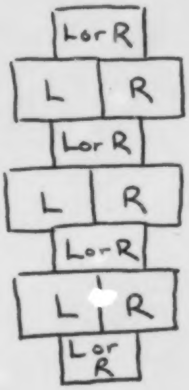
Jack-be-nimble

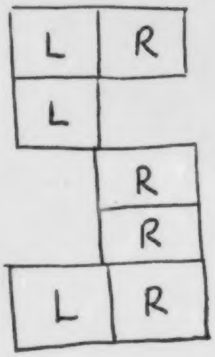
Place unlighted candle in holder on the floor. Have the child jump forward without knocking down the candle. You can chant the "Jack be nimble" nursery rhyme as you go. Later, your child can jump both forward and backwards over the candlestick. Have your child keep both feet together when doing this activity.

Hopscotch

Lay out hopscotch courses--going from simple to more complex patterns as your child gets proficient at this activity.







Skipping:

This is a skill which is difficult for many children to learn. It takes a good bit of coordination and timing and also requires strength and endurance. You will need to show your child how to skip by doing it with him.

At the beginning:

First skip--For the young child with limited ability, start by having him stand straight and jump forward on the right foot and then bring the left foot up to the right. Do the same with the left foot bring the right up to the left.

Alternate skip--Have the child imitate you while you are skipping. Hold his hand and skip with him until he has learned this.

Activities:

Goal skip

Have the child skip to a table, etc. and skip back with a book or other designated object.

Circle skip

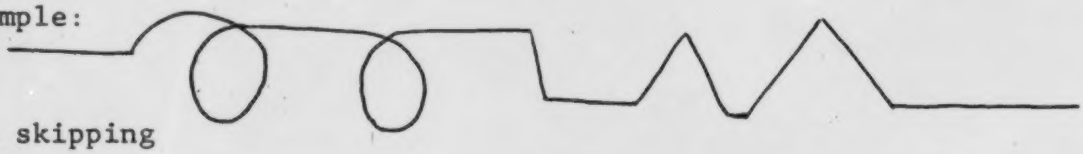
Skip in small circles, large circles, figure eights. Skip to music using both feet and slow records.

Line skip

Skip on lines or cracks in a sidewalk, chalk lines, or ribbon laid out on the grass.

Variation: Set out a line for skipping and keep a record of the time it takes for your child to skip it. Start with a straight line and later make the line varied.

Example:



Giraffe skipping

Stand erect with hands held together straight up over the head to represent giraffe's neck and head. Skip slowly forward swaying arms slightly during movement.

Bounce skip

Bouncing a utility ball or basketball, have your child skip to a goal and return.

Skip ball tag

Using a texture ball, play tag with your child. The child is out when hit by the ball. He has to be skipping.

Eye-hand Coordination:

Knock over the tower

Make a tower of blocks and try to knock it down by rolling a ball at it.

Variation: Spread out blocks in a circle. When the child knocks a block, he gets that block for a tower. At the end, he can then knock down his tower. Later, spread his blocks in a haphazard way so that he must aim well to knock some block.

Balloon Catch

You will need an inflated balloon and a kitchen funnel that will hold the balloon. A bleach bottle that has a handle can be cut so that the child can use the funnel-shaped portion as his catcher.
The child is to put the balloon in the open end of the funnel. He then pushes the funnel up quickly to toss the balloon into the air. As the balloon comes down, he tries to catch the balloon in the funnel.

Balloon Bounce

In this activity, the child sees how long he can keep an inflated balloon in the air without letting it hit the ground.

Additional coordination and balance activities:

Ankle Race

Have the child set a goal and then get ready. He bends over and holds one of his ankles. When you say "GO" have him run to the mark and back holding his ankle. As he gets better, you may want to time him to show him how much better he is getting.

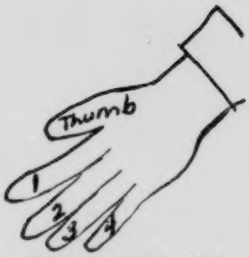
Variation: Have your child hold both ankles at the same time.

Tin can stilts

Cut two holes in the top of each tin can. Thread a length of rope through the holes and tie the ends of the rope together to make a handle for each stilt. Adjust the length of rope handles to fit the size of the child. You may need to show your child how to do this kind of walking before you let them practice.

FINE

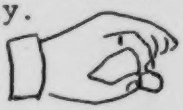
MOTOR ACTIVITIES



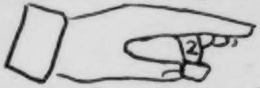
Picking up Popcorn:

Pop a bowl of popcorn for you and your child, but tell him he is going to have to eat it a special way.

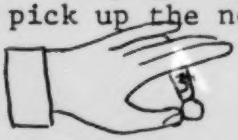
Your child is to pick up one piece of popcorn at a time. He is to **pick** up the first piece of popcorn using his thumb and his index (or first finger) only.



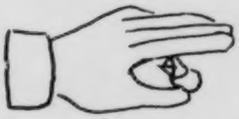
He is to eat the second piece using his thumb and second finger.



He is to pick up the next piece using his thumb and third finger.



The next piece is to be picked up by the thumb and fourth finger.



If your child is right-handed, let him use his right hand for the first couple of pieces. If he is left-handed, let him use his left hand at first. Once he is into the game, do encourage him to use his other hand, too.

Variations: Get smaller--peanuts, M&M's, etc.

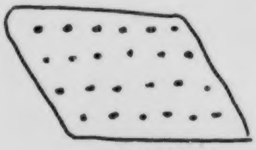
Clay Play:

Give your child a pile of clay and have him stick his fingers in it in given patterns. Example: One finger after another.

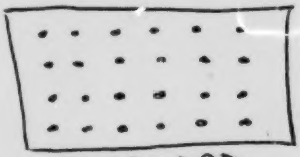
Peg Board Activities:

For these activities, you will need pegboard, chalk and chalk erasers.

Your pegboard can be any size you wish with as many holes going across and up and down as you wish. When you have your board the way you want it, you will need to make several sheets of paper with dots which represent each hole on the pegboard. Your sheets should look just like the pegboard:

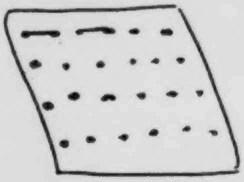


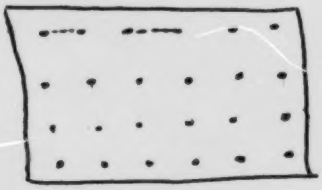
SHEET



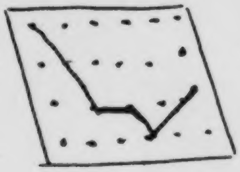
PEGBOARD

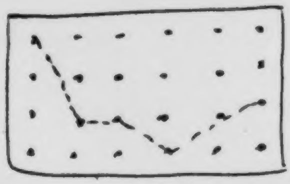
Give your child the pegboard, chalk, and eraser. You will make up a simple pattern on one of your sheets. He is to copy it with chalk on the pegboard. Example:





Keep your sheets so that you will not always redo them. You are to get more and more complex patterns for your child to copy.





Variation: After your child can do this well with your copy of the patterns in front of him, start with simple patterns again and get your child to try to reproduce the patterns from memory after you show him the pattern and then cover it. (This is not to be timed. Give your child time to make sure he can copy from memory.)

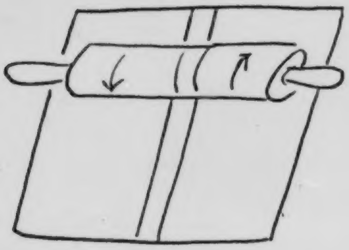
Rolling Pin and Ribbon:

Materials

Kitchen rolling pin.

Roll of colored masking tape.

Scotch tape
1 piece of construction paper, 18x24"



Directions

Place a strip of colored masking tape around the center of the rolling pin.

Turn the construction paper lengthwise, and place a matching strip of masking tape down the center.

Secure paper to table or desk top with scotch tape.

Have the child roll pin so that the center strip on the pin rolls on top of the tape on the paper.

Suggestions and Variations

Encourage the child to match the strips carefully.

Place tape around pin at both sides.

Use different colors for each strip.

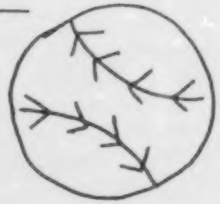
Apply matching colored cape to sides of construction paper at the same distance from center of pin.

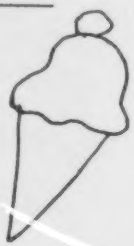
Child rolls pin, matching strips on pin to those on construction paper.

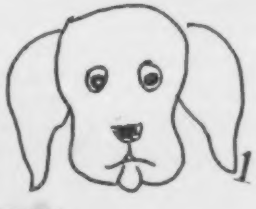
Paths:

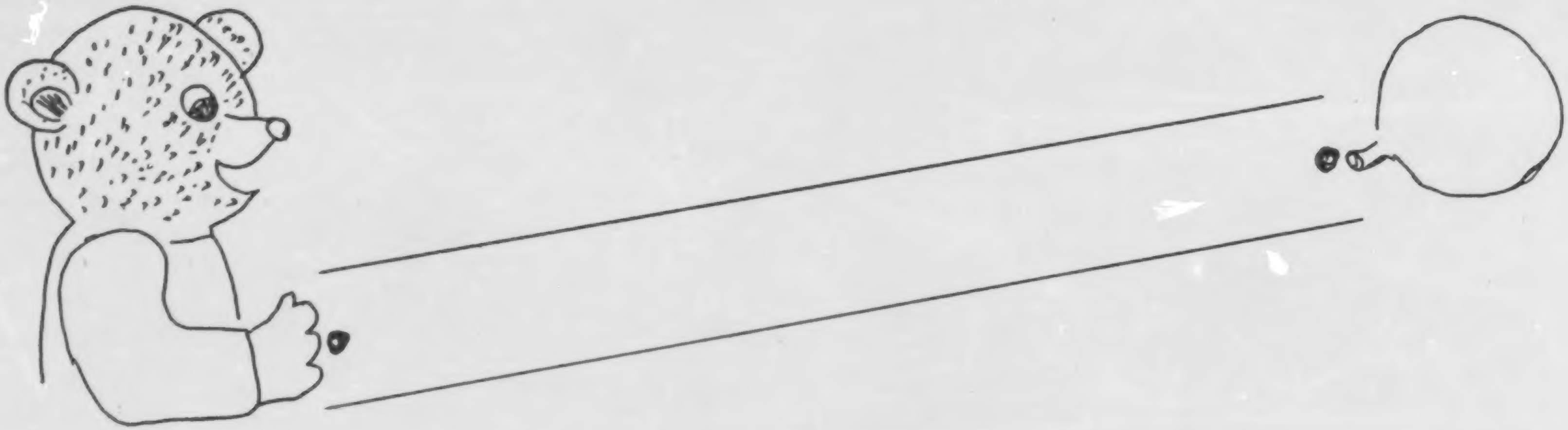
Your child will be learning to go from one point to another following given paths. You will need only colors and paper. At first, you should make the paths simple and wide:

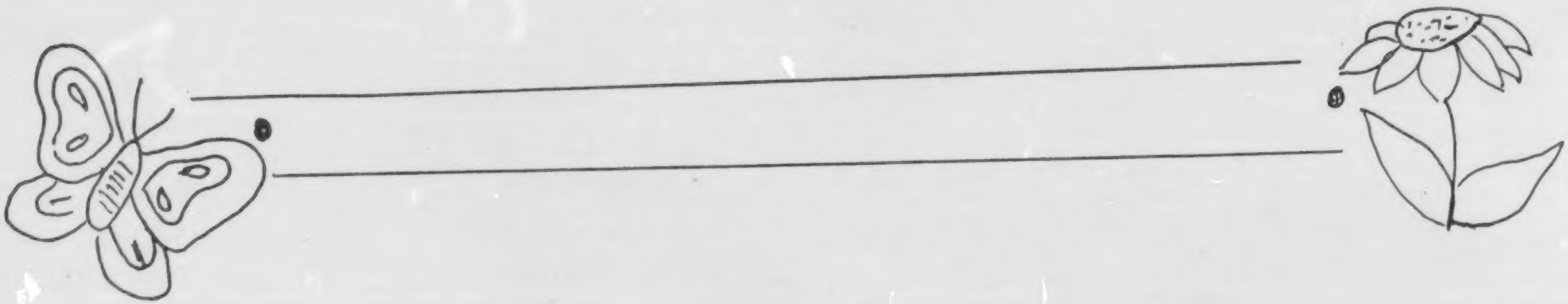
See the following pages.

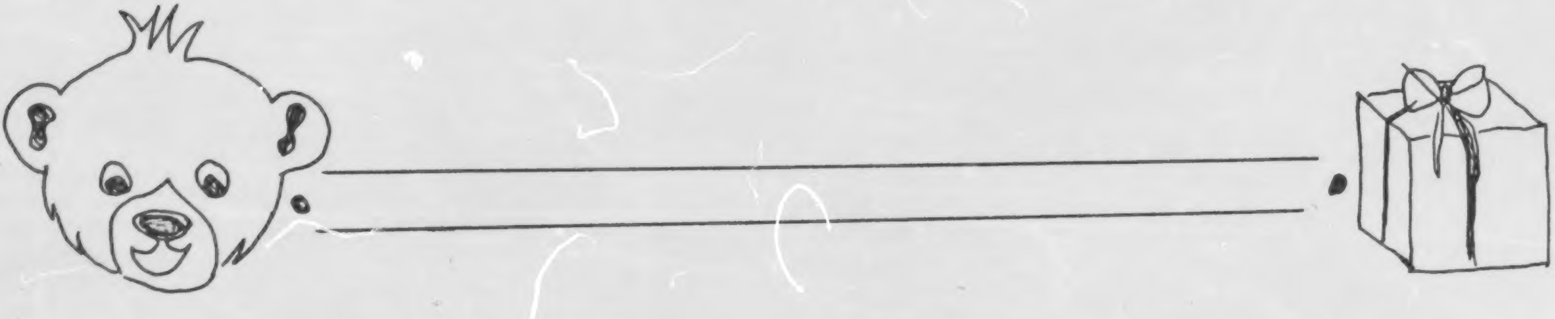


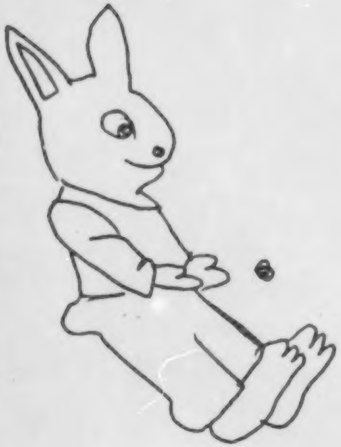


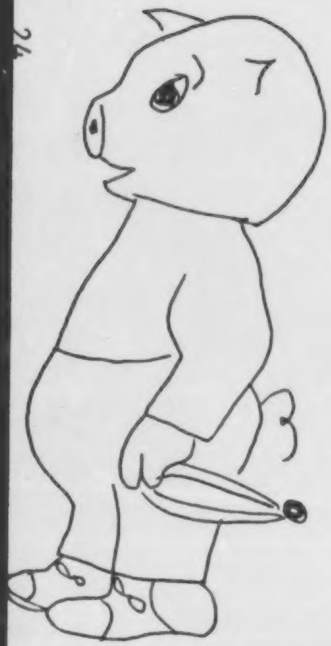


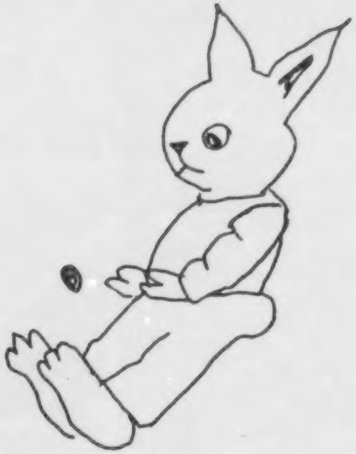


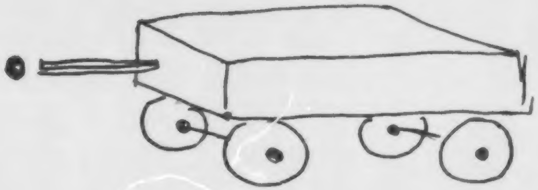


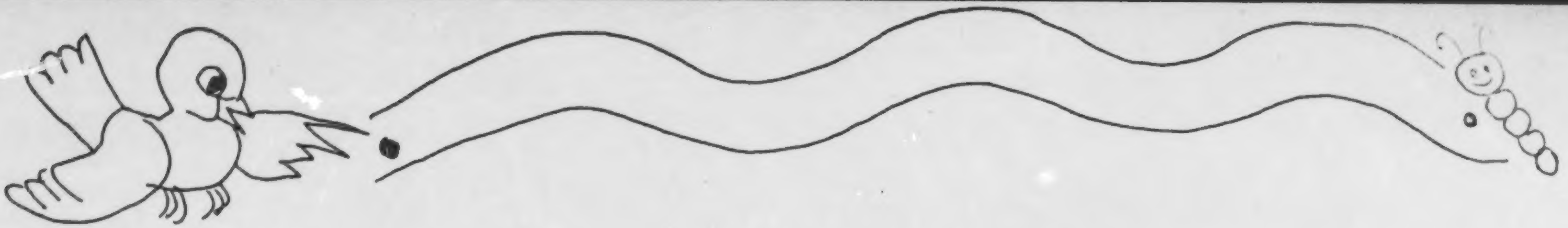


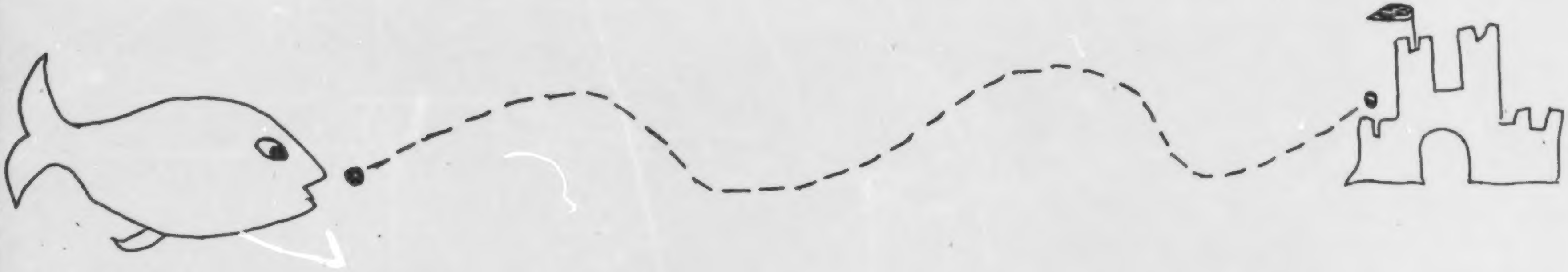












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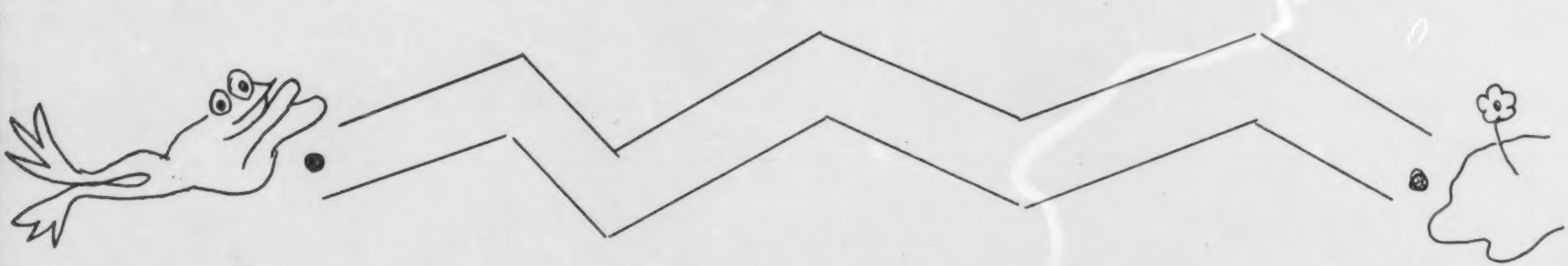
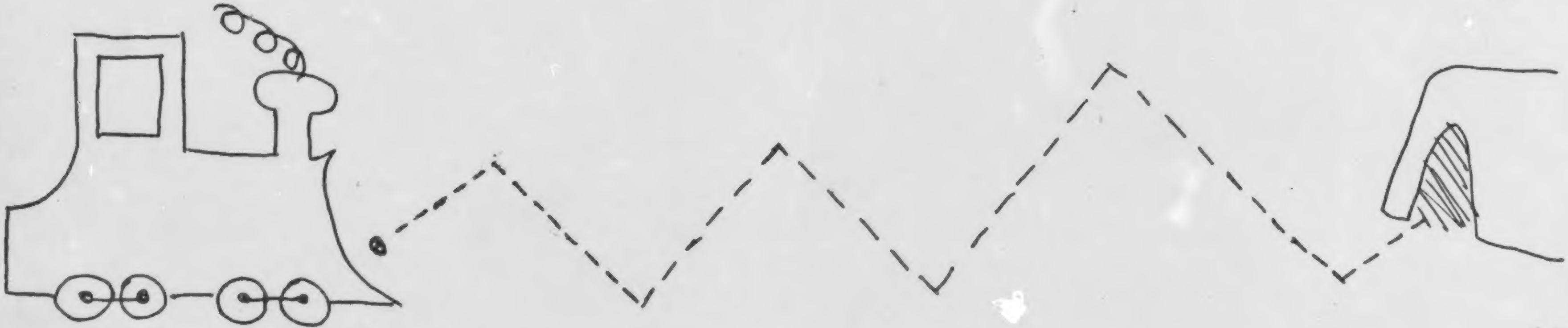
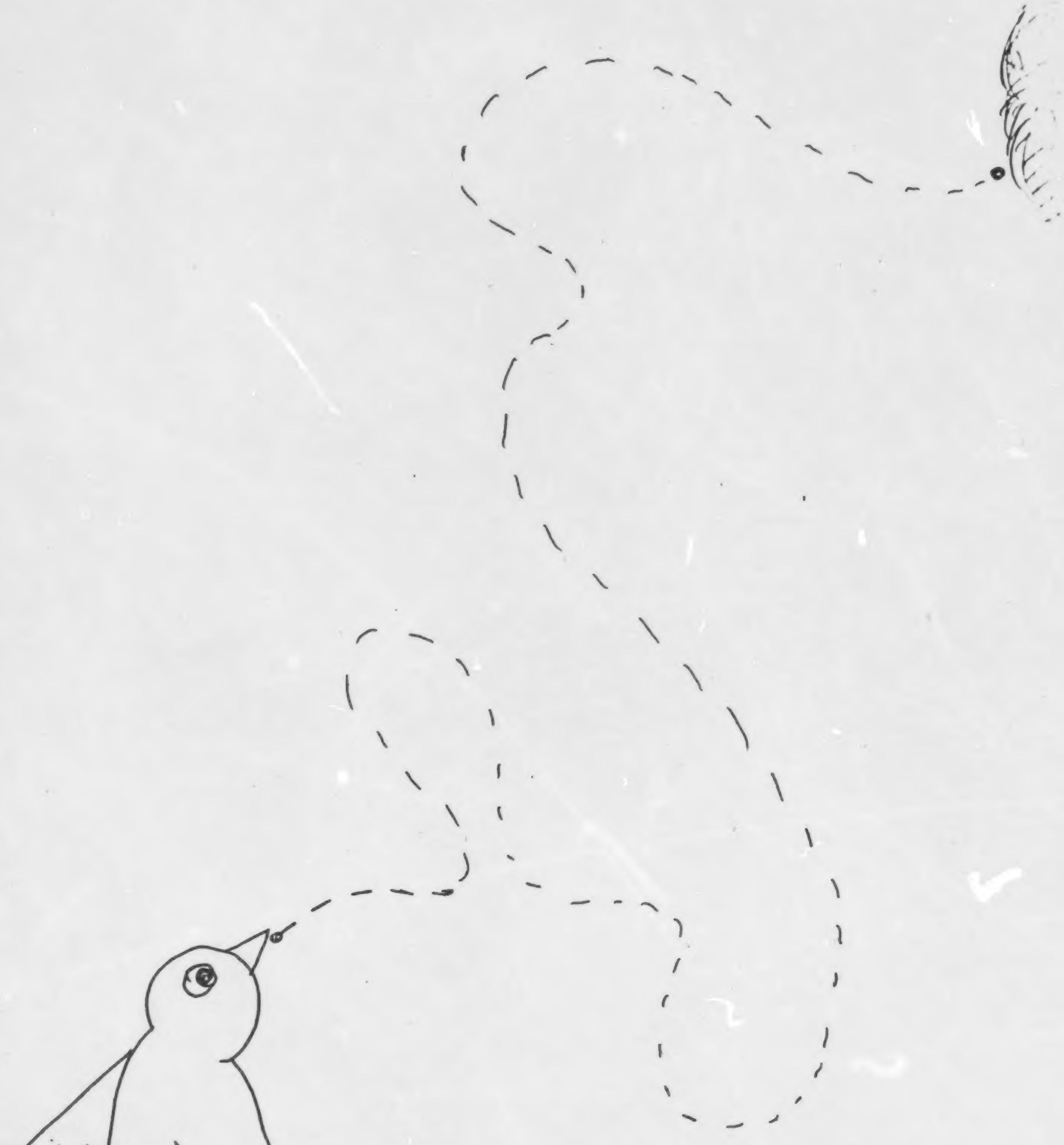






Button Bizzaz:

Materials	Directions	Suggestions and Variations
Buttons with matching buttonholes of varying sizes. Snaps of varying sizes. Hooks of varying sizes. Zippers of varying sizes. Clothing with snaps, hooks and eyes, and/or zippers. Sewing thread and needle. Cloth *12x12" wooden frame.	Select largest available buttons and buttonholes such as oversized coat buttons and buttonholes. Child is to practice buttoning and unbuttoning. Have child gradually progress to smaller buttonholes, eventually using dolls' cloths buttons. Be sure to begin with largest sized items. When the child is successful, gradually use smaller and smaller-sized items. *Attach to top of wooden frame a series of cloths containing various sized buttons with buttonholes, snaps, hooks and eyes, zippers. One cloth may overlap another. *Then have child practice fastening.	Follow similar procedures using snaps, hooks and eyes, and zippers. Be sure these are securely attached to a piece of cloth. Select various articles of clothing that contain different sized buttons with corresponding button holes, snaps, hooks, and eyes, and zippers. Once the task is mastered introduce a timing element before having child work with next smaller-sized item.

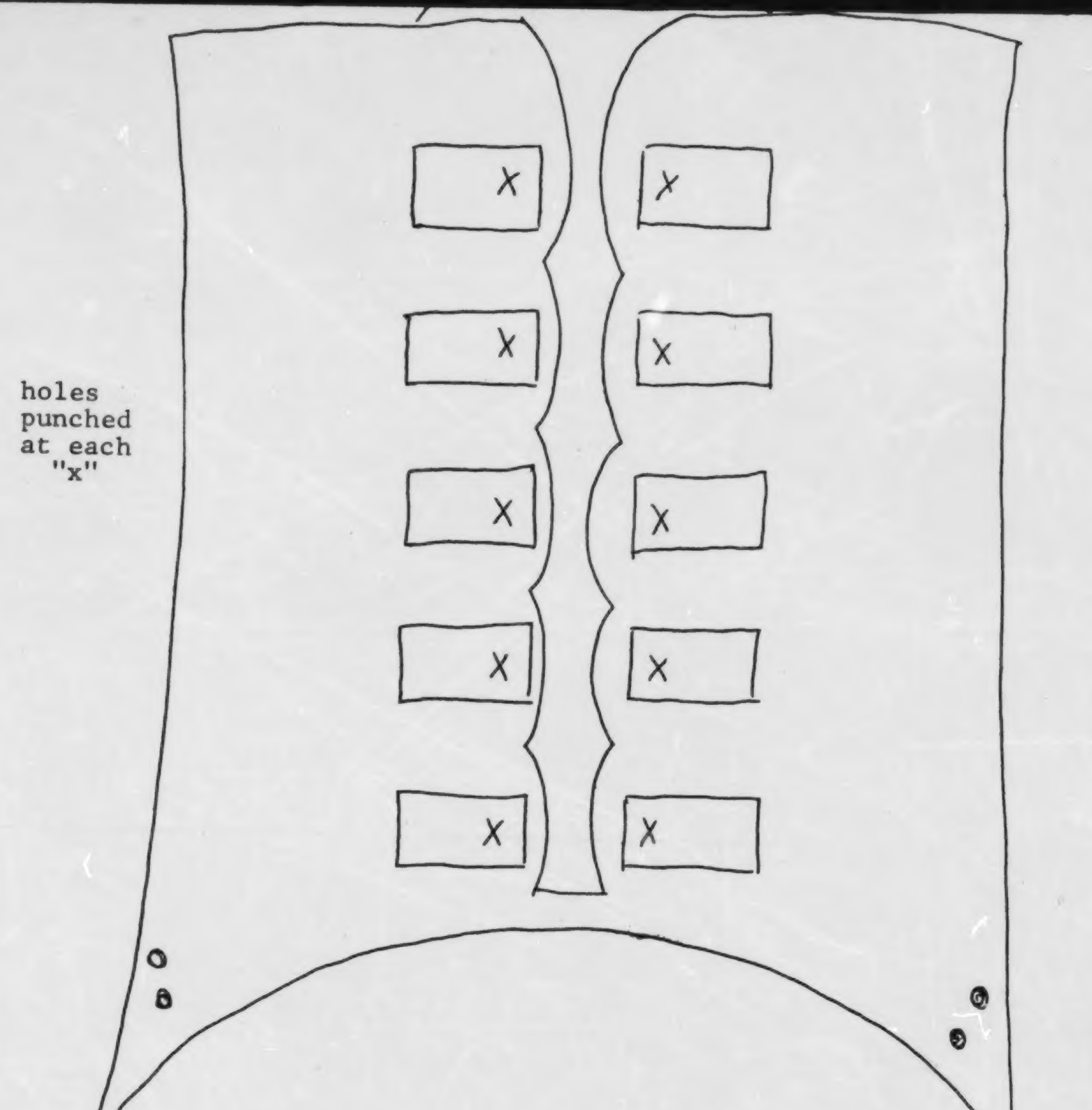
Beading and/or stringing:

You can buy commercial beading games for this OR you can provide a home-made version of this with almost anything that has a hole in it. One suggestion is to give your child a snack at the same time you are providing him with stringing practice. Give your child some string (enough to slip over his head and hang around his neck) and cereal which has holes in it (Froot Loops, Cheerios, etc.)

Tape one end of the string down to a table and then have vour child string his cereal. When he is through tie the two ends of the string together and your child has an instant snack medallion.

Variations: String popcorn or cranberries; lacing.

holes
punched
at each
"x"



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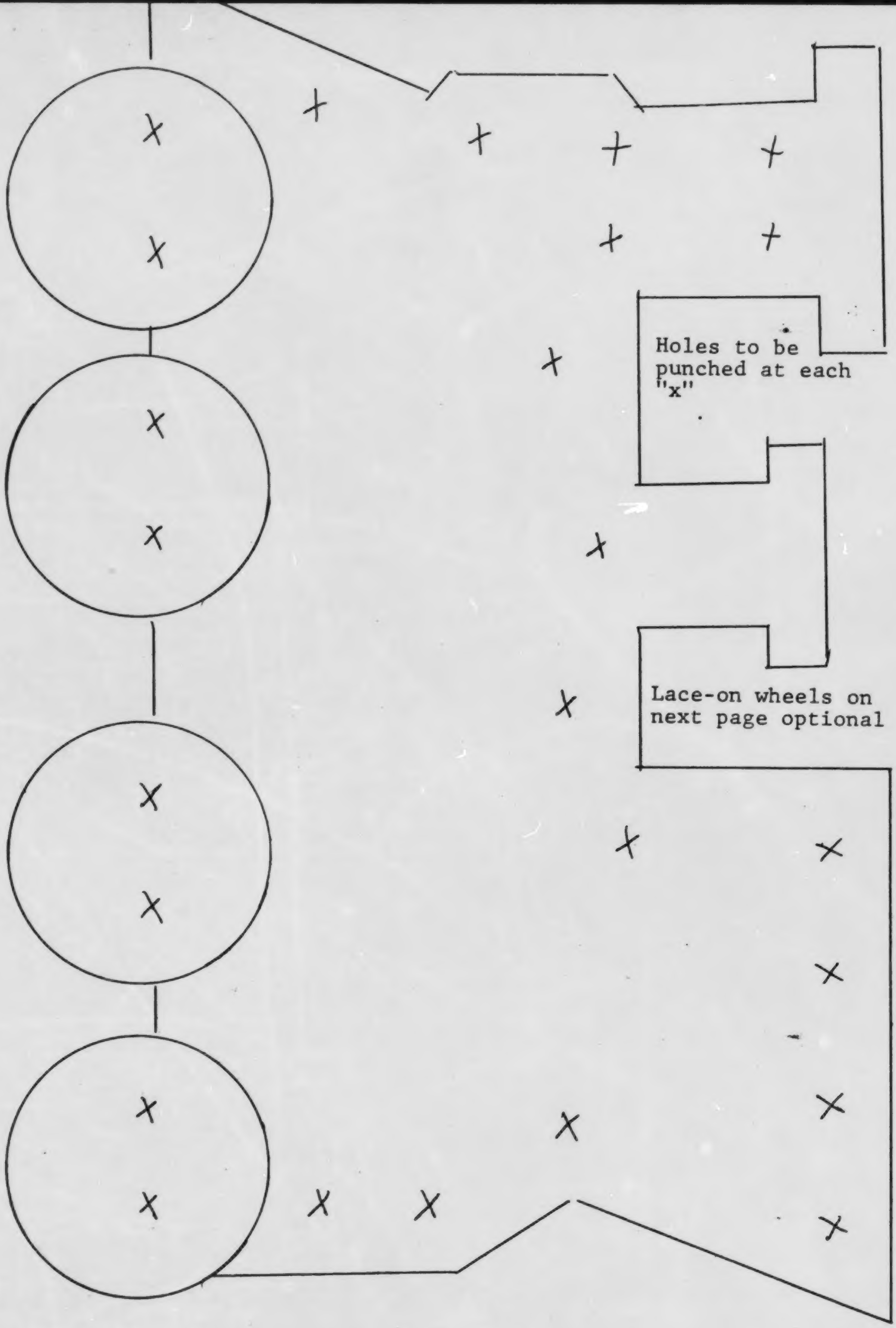
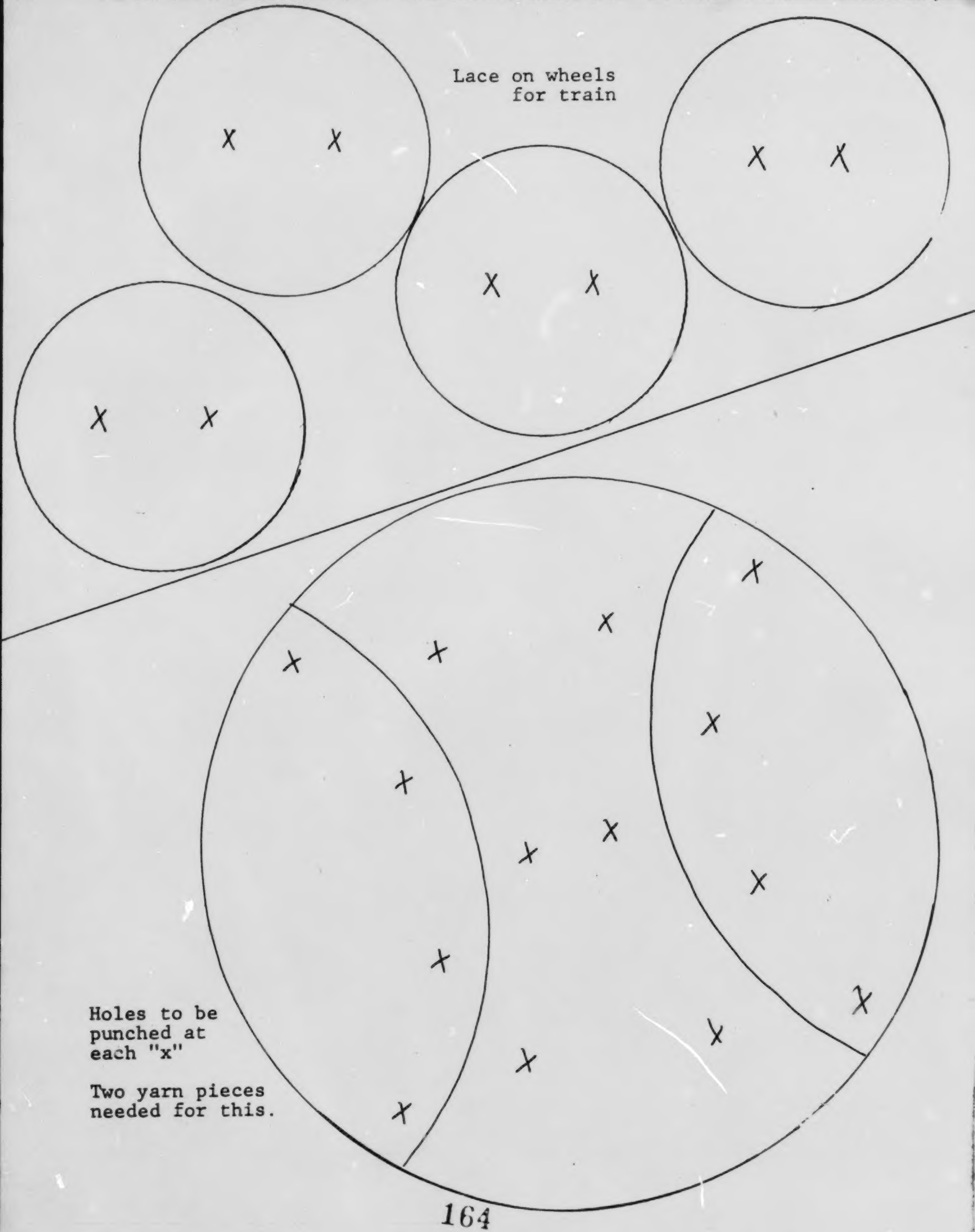


Holes to be punched at each "x"

Lace-on wheels on next page optional



Lace on wheels for train

Holes to be punched at each "x"

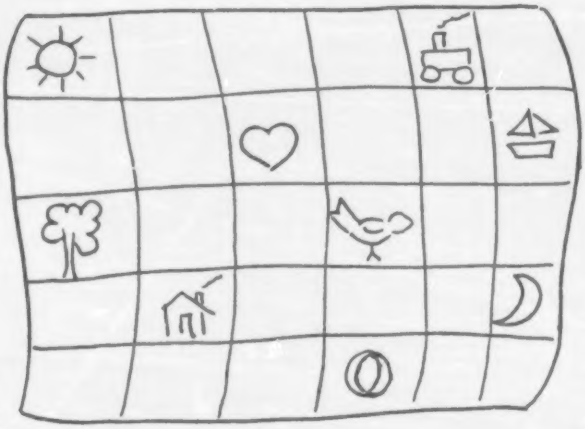
Two yarn pieces needed for this.

Copy Cat:

Materials	Directions	Suggestions and Variations
Empty cereal box. Coloring book Picture magazine Clear piece of plastic or acetate 8½x11". Magic markers Masking tape Box of assorted paints. Carbon paper Tracing paper White T-shirt White construction paper. Pencil	Child places a clear piece of plastic over design from a magazine, coloring book, or other item of interest. Child traces design onto the plastic with a magic marker and then fills in areas with other colors. Attach to child's bedroom window with tape. *Proceed as above, adding letters or words as a design to be traced.	Child traces a design using tracing paper. Insert a sheet of carbon paper between tracing paper and white construction paper. Have child retrace design pressing firmly on tracing paper so design will transfer to construction paper. Proceed as above, but use white T-shirt in place of construction paper. Then child colors in design with permanent magic markers.

Table Top:

Materials	Directions	Suggestions and Variations
Table Checkered oilcloth, large enough to cover table top. A selection of large sized water color magic markers	Place oilcloth on table. Using large sized magic markers have child fill in squares, taking care to stay within the lines.	Child fills in squares with designs, letters or numbers.
2 sets of paint chip samples. Scissors	*Proceed as above.	Cut out paint chips into individual squares. Arrange one set into a pattern. Child is to duplicate pattern using his own set of chips. First use contrasting colors. Increase difficulty by using different shades of the same color.
*graph paper with large sized squares. *Magic markers or crayons. *Pencil	*On graph paper color in certain squares with different colors and have student duplicate pattern on his own sheet of graph paper. *With a pencil child draws a pattern on graph paper. Then with magic markers he colors in squares.	Increase difficulty by using oilcloth or graph paper with smaller size squares.



Junior Mechanics:

Materials	Directions	Suggestions and Variations
1 piece of plywood, 24x24".	Insert several different sized bolts into the piece of plywood so that they project on the opposite side. Attach nuts.	Attach hardware items on plywood (locks with keys, hooks and eyes.)
An assortment of nuts and bolts of various sizes.	Have child practice assembling and disassembling nuts and bolts.	Child practices combining appropriate items.
A variety of locks and keys.	Then remove all of the nuts and place in a pile.	
A selection of hooks and eyes of various sizes.	Child is to select correct nut for each bolt and practice assembling and disassembling as before.	
*Empty cigar box.	*Attach items to lid of box. Have child proceed as above. Interior of box may be used to store assorted items.	

Kitchen Capers:

Materials	Directions	Suggestions and Variations
An assortment of different dried foods, such as kidney beans, macaroni, basil leaves, shelled peanuts, corn kernels, peas, hard candies. Enough colored construction paper to equal the types of food items. Large dish Several small plastic containers or cups. Paste Crayons	Select equal quantities of 3 dried foods and put into large dish. Place 3 small containers on table in front of child. Have child fill each container with a separate item. Increase the number of items and containers as the child successfully and quickly complets the task.	Have child place or paste items on colored construction paper varying the colors of the paper for each item. Parent, teacher, or child draws the outline of a fish or another object. Child is to paste items of one food along the outline. The center and other areas can be pasted with other items.

Other General Activities:

Jacks
Pegboards
Coloring books
Paper dolls
Parquetry
Dressing or undressing dolls
Modeling clay
Finger paints
Dot-to-dot drawing books
Cutting and pasting

Jewelry making
Knitting
Emboridery
Weaving Looms
Macrame
Gimp
Cat's Cardle
Rolling dough
Tracing
Folding napkins
Icing cakes

Needle Knotter:

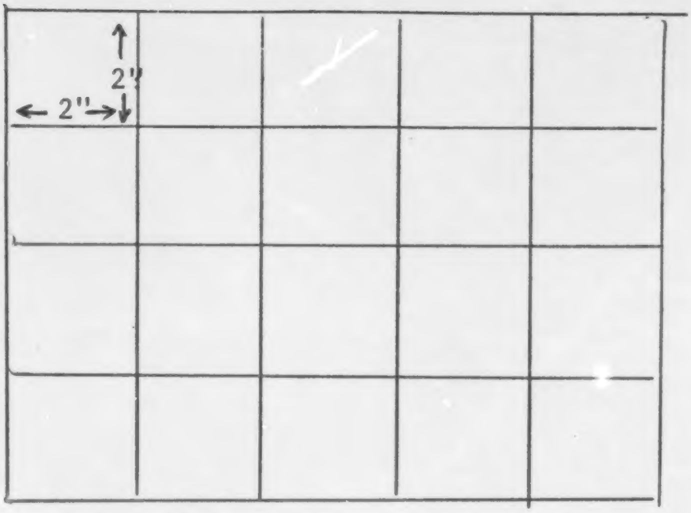
Materials	Directions	Suggestions and Variations
Cardboard box top app. 8x10". 1" Nail Threads or strings of various colors. Needle	In center of a box top child or adult makes holes to form a free-form design. Child or adult threads needle with string, knotting it at one end. If using thread use double strand. Child inserts needle in center hole of design from the bottom side of the box top. He or she draws needle through and proceeds from hole to hole, going from top side to bottom side of the box top until all holes have been filled. Knot string at last hole.	Using needle make holes ½" apart on cardboard box top. With threaded needle have child proceed from hole to hole moving across, down, or diagonally. The color of the thread may be changed as desired to introduce interest to the pattern.

Commercial Games:

Sponge-A-Print
Lego
Tiddleywinks
Pick up Sticks
Barby Doll, G.I. Joe, Ken, Dawn
Lacing Shoe
Concepto Puzzles
Cloth books that contain manipulative materials, such as buttons or zippers.

Origami
Marbles
Chinese Checkers
Nuts and Bolts
Etch-a-Sketch
Sewing and Lacing Cards

PARQUETRY
GAME



Gameboard: As shown above. Make 2 (1 for child and 1 for parent)

Playing Pieces: 2" square squares of different colored construction paper (Both parent and child need duplicate sets of squares)

Activity:

1. Matching--Copying The parent puts squares on the gameboards in any simple pattern the parent chooses. The child then copies the pattern on his gameboard. The parent should then make the patterns more difficult.

2. Visual Memory Game Parent puts down a pattern of squares, lets child look at it for as long as he needs to and then covers it and has the child copy the pattern from memory. At first, child is allowed to look at the pattern again if he wishes to. Patterns get more difficult later.

Learning Games Booklet #4

Puppets for Developing Language Skills

Sponsored by Project FIND

GREGORY-PORTLAND
PUBLIC SCHOOLS

EC110394

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Introduction

Children love puppets of any kind and love to make them. These puppets, patterns for which are included in this booklet, are simple to make by most children with just a little supervision by an adult or older child. The materials needed and methods suggested are designed for simplicity.

Activities with puppets are limited only to the extent of your imagination. Let the children play with them. Suggest that they make up a play with them. Help them produce the play for their friends or your family. They can act out quiz shows or cartoons. Put one on yourself and talk to your children through it. These are only a few suggestions to get you started.

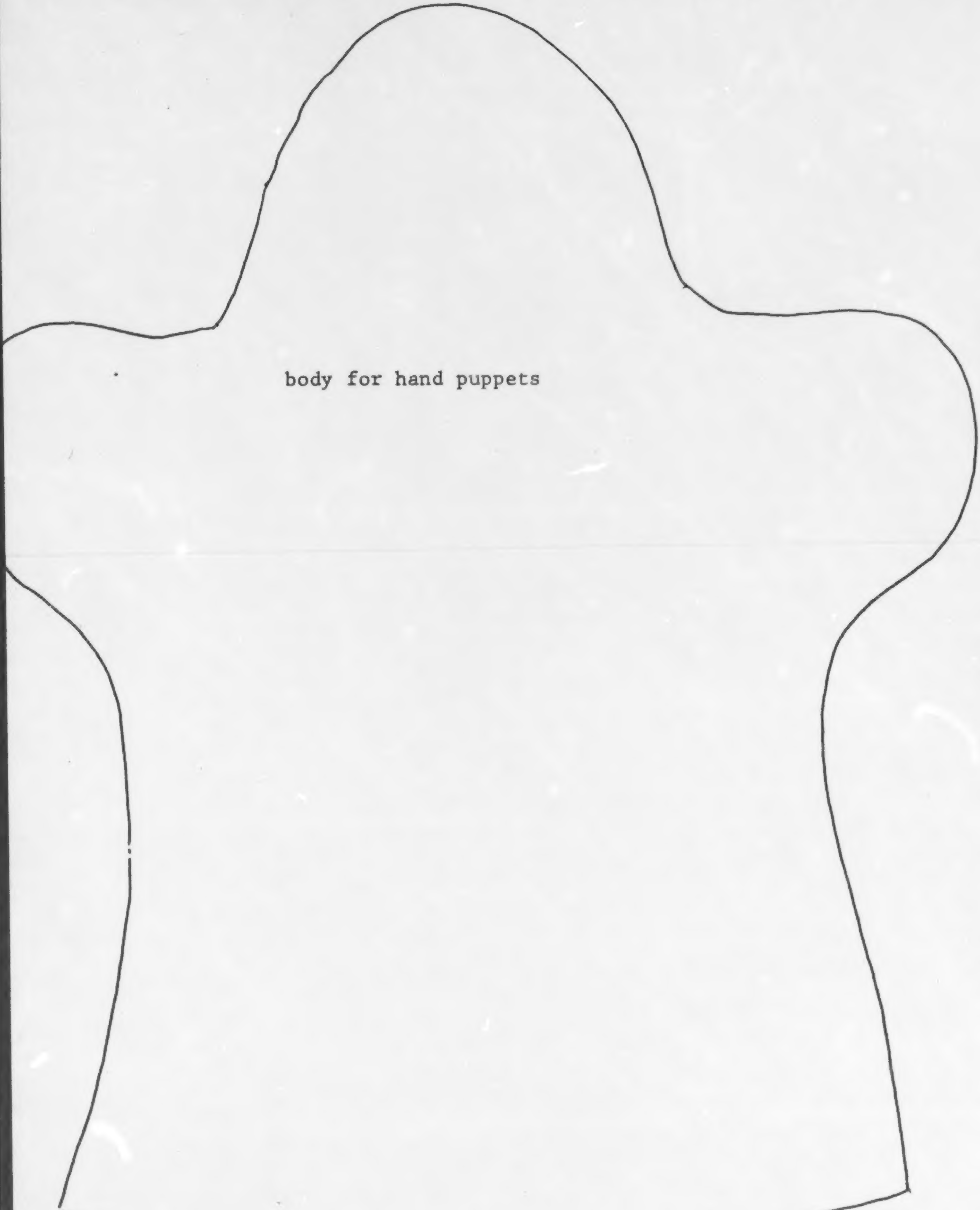
The more children talk and use their speech mechanisms, the better and quicker their language will develop.

GENERAL SUGGESTIONS

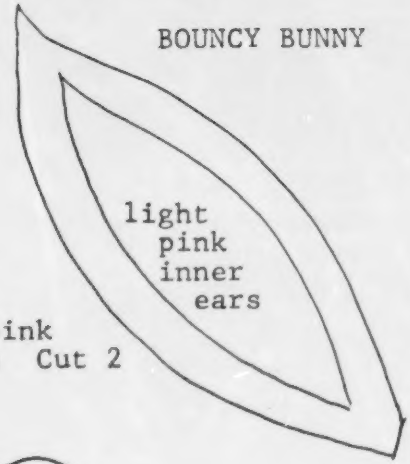
1. Both the front and back of the hand puppets can be cut at the same time if two pieces of felt are pinned together. The same thing is true for eyes, ears, etc.

2. In putting the puppets together, use glue. Spread the glue around ¼" from the edges of the piece. This way glue does not get on the work surface or on the front of the puppet when you press the pieces together.

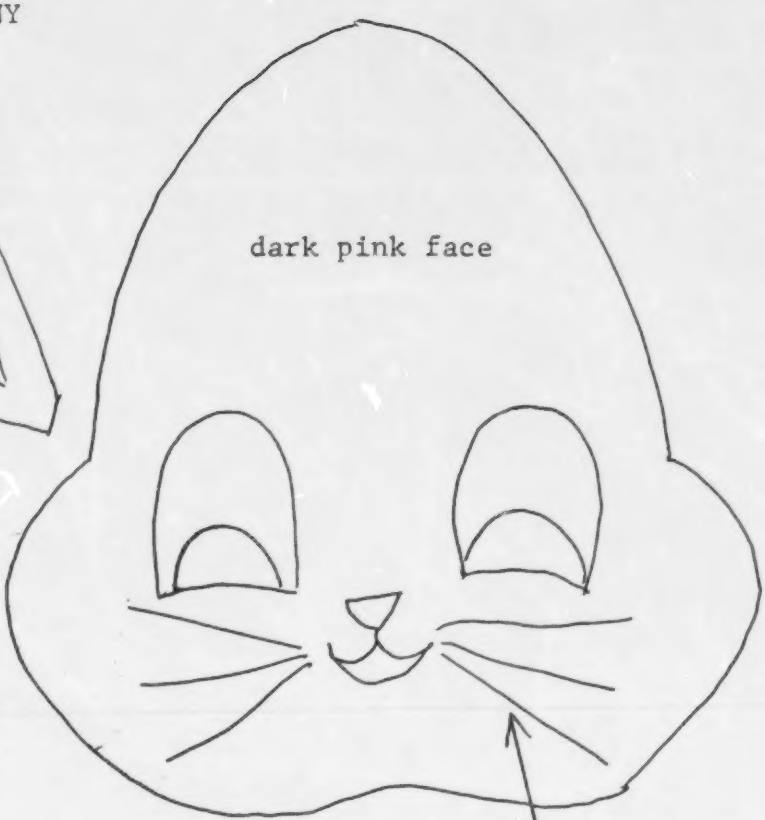
3. Be sure to let puppets dry well before using so they will not fall apart.

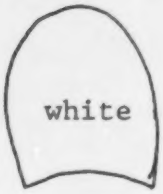

body for hand puppets

BOUNCY BUNNY

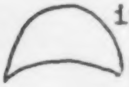

light
pink
inner
ears

dark pink
ears Cut 2

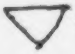

dark pink face



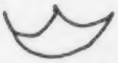
eyes
Cut 2



inside of eye
Cut 2
black



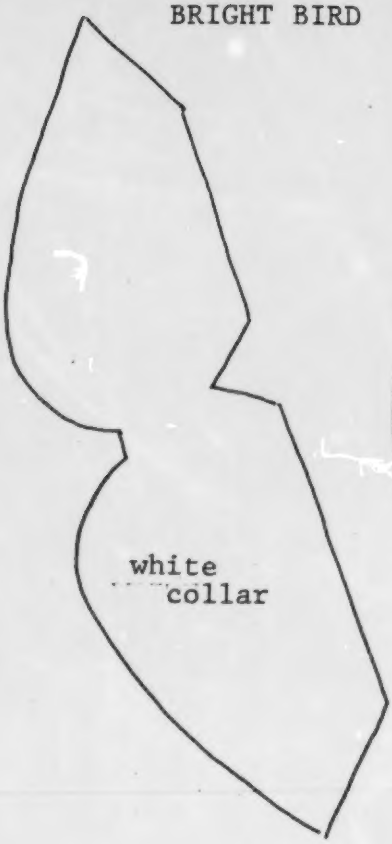
black nose

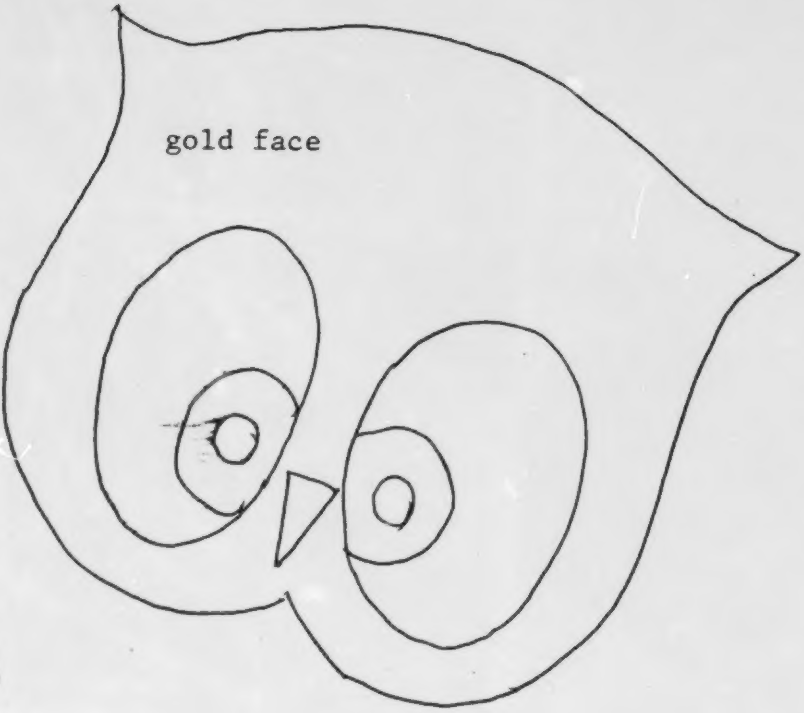


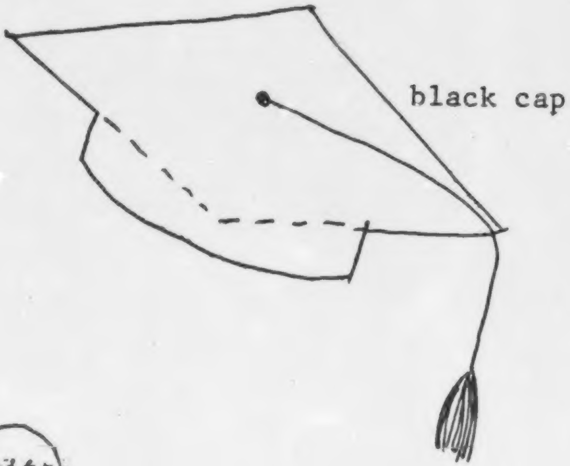
red mouth

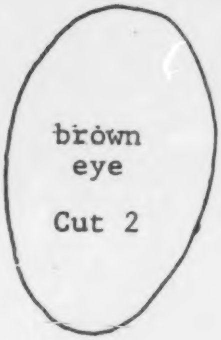
whiskers should
be black

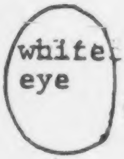
BRIGHT BIRD

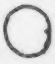

white
collar

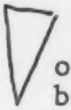

gold face


black cap

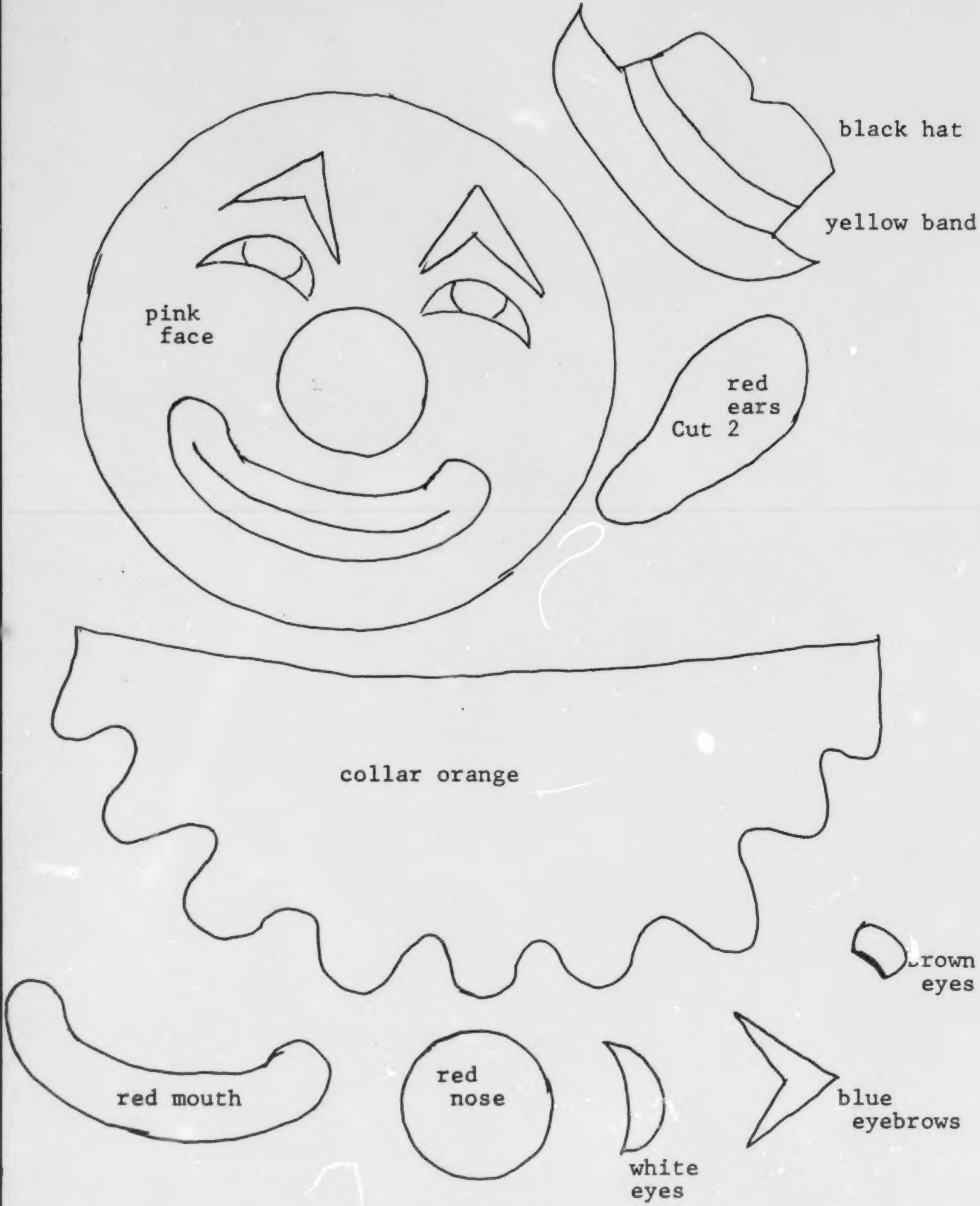

brown
eye
Cut 2

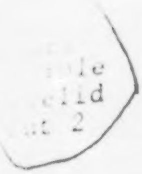

white
eye
Cut 2

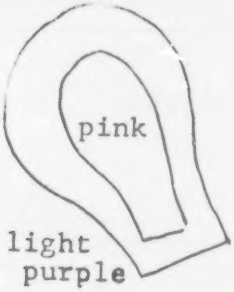

black
eye
Cut 2

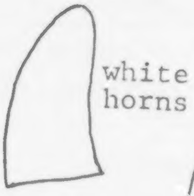

orange
beak

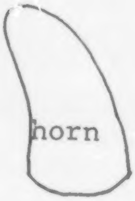
CLUMSY CLOWN

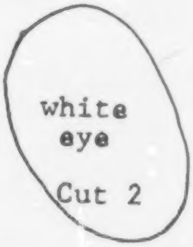

black hat
yellow band
pink face
red ears
Cut 2
collar orange
brown eyes
red mouth
red nose
white eyes
blue eyebrows

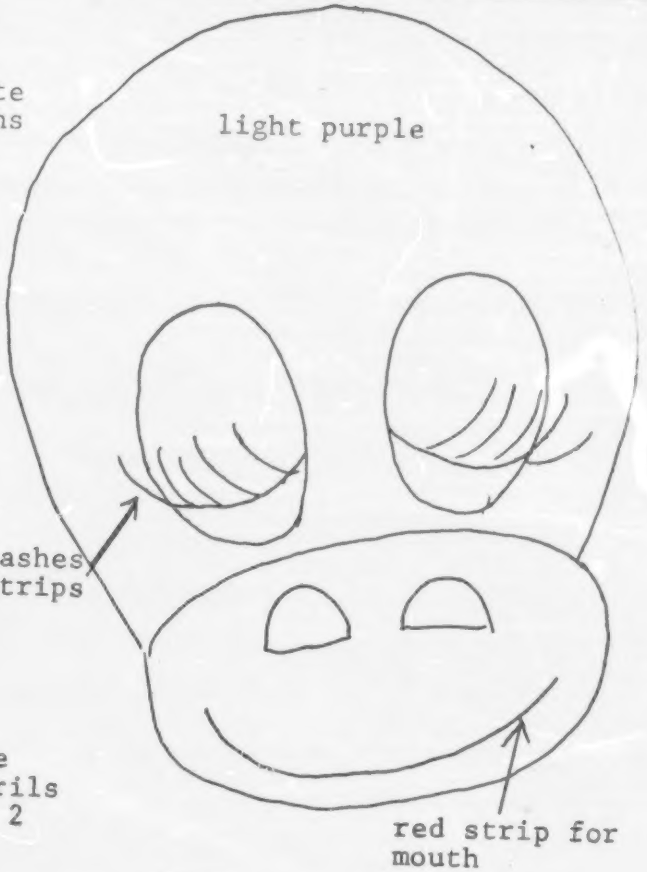

ple
elid
t 2

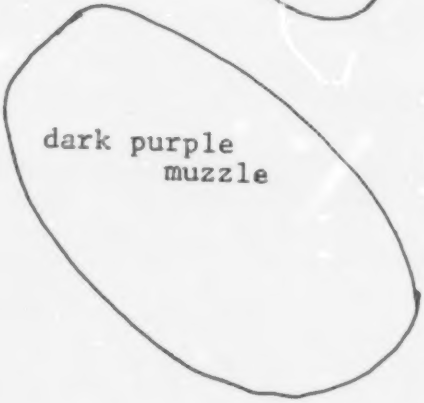

pink
light purple

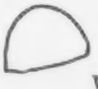

white horns


horn

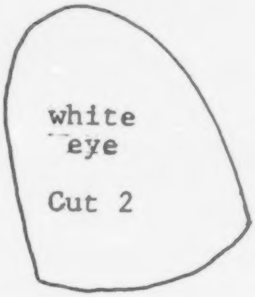

white eye
Cut 2

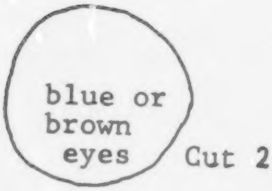

light purple
eyelashes of strips
red strip for mouth

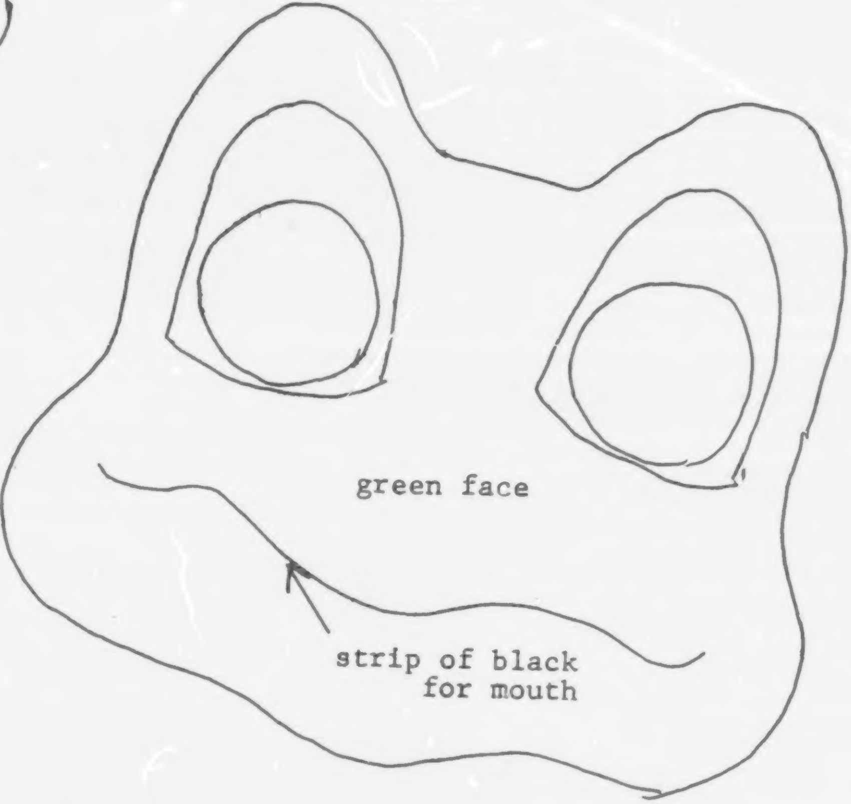

dark purple muzzle


white nostrils
Cut 2

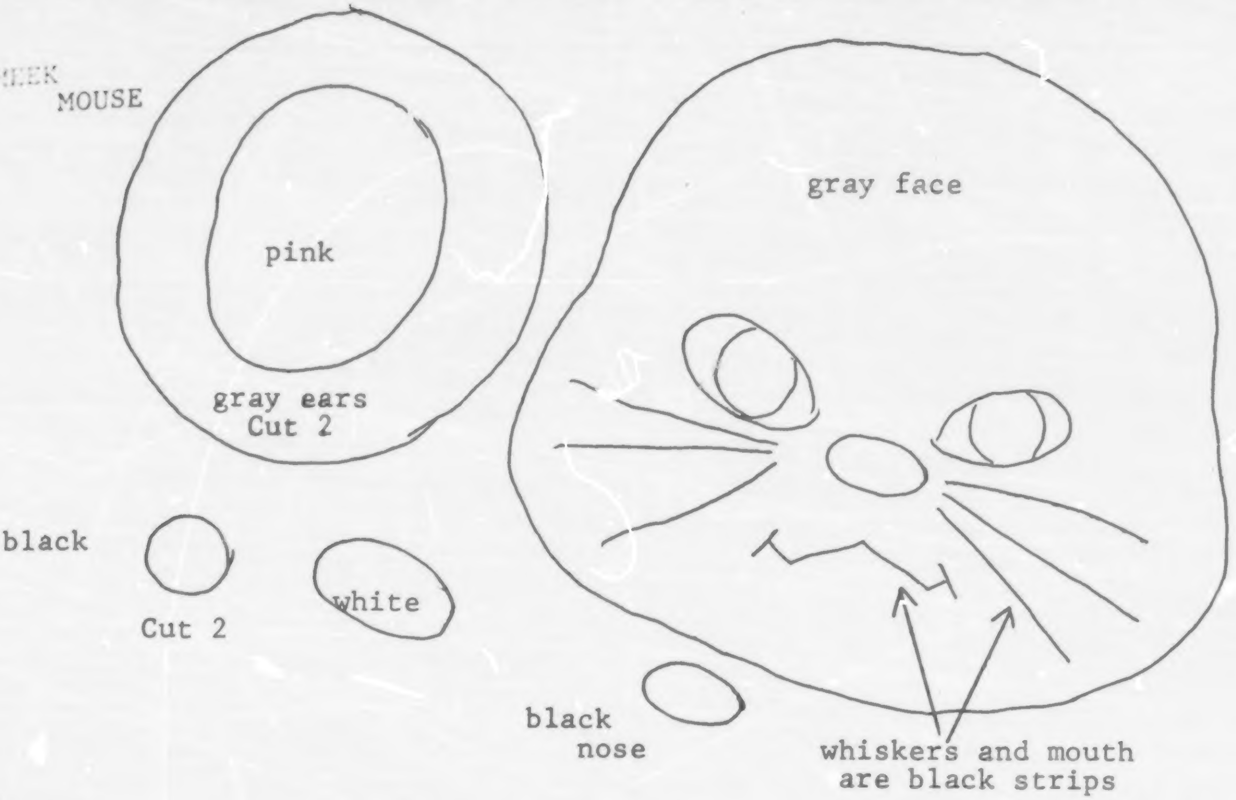
FRISKY FROG


white eye
Cut 2

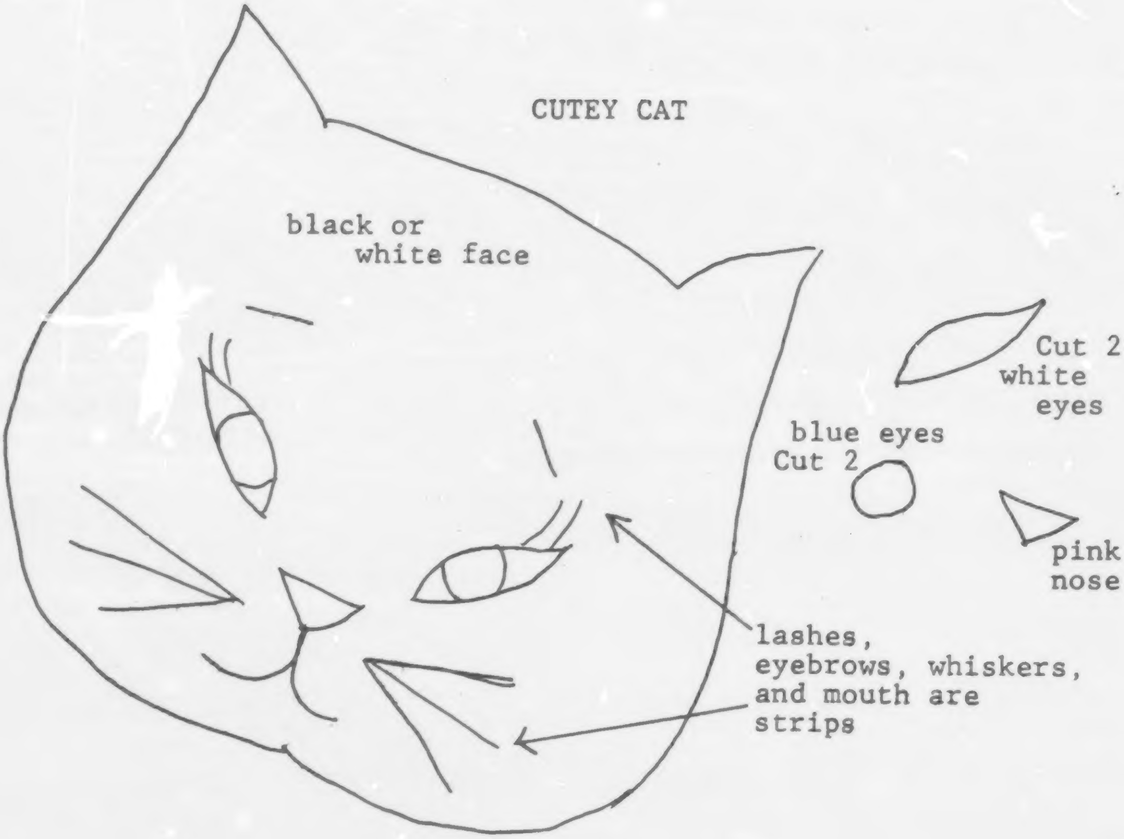

blue or brown eyes
Cut 2

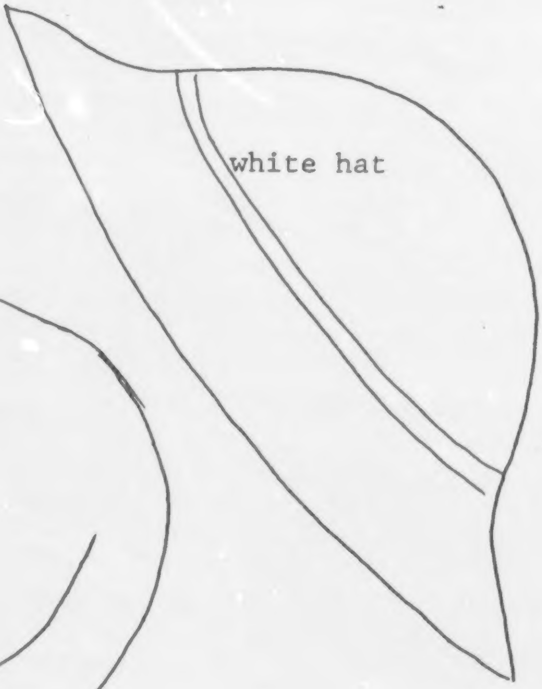

green face
strip of black for mouth

MEEK MOUSE

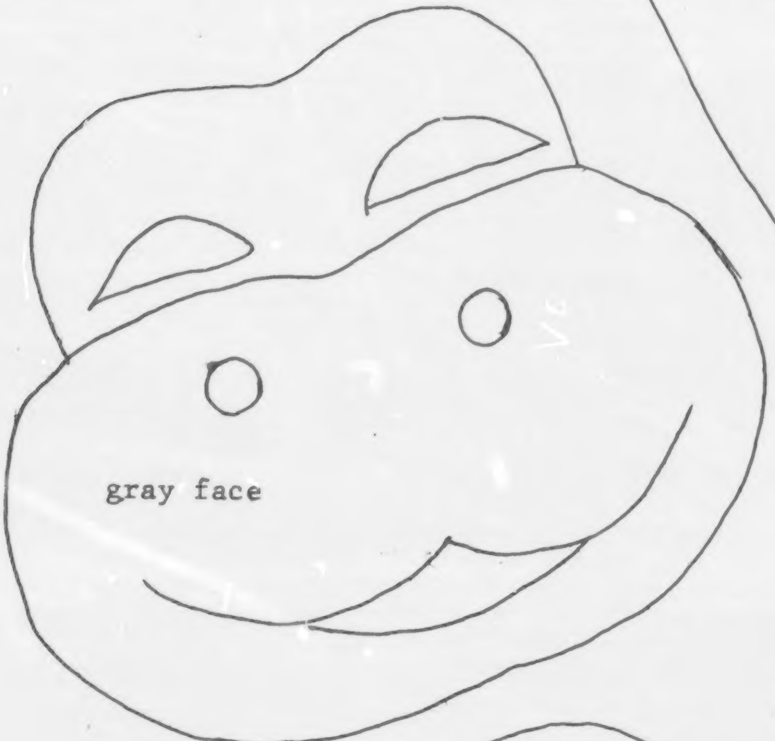

pink
gray ears
Cut 2
gray face
black
Cut 2
white
black
nose
whiskers and mouth
are black strips

CUTEY CAT

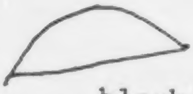

black or
white face
Cut 2
white
eyes
blue eyes
Cut 2
pink
nose
lashes,
eyebrows, whiskers,
and mouth are
strips



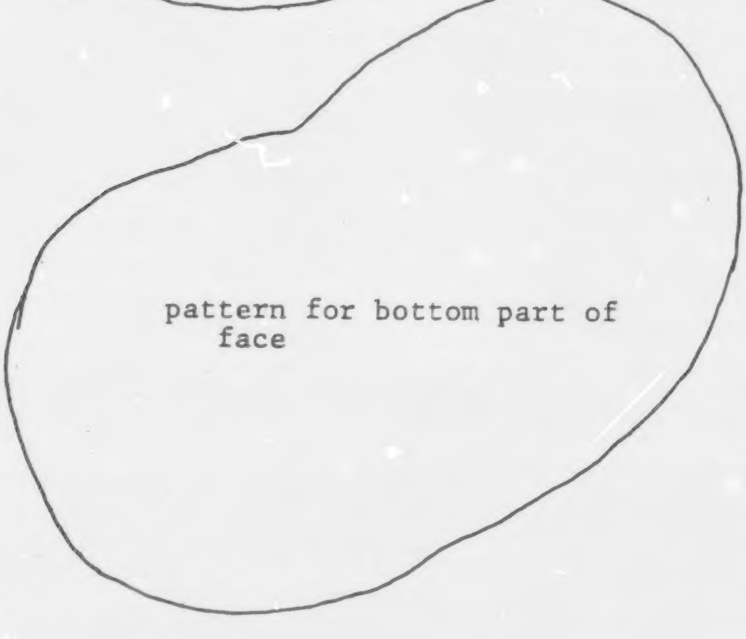
white hat



gray face

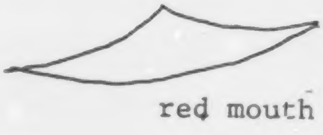


Cut 2
black eyes



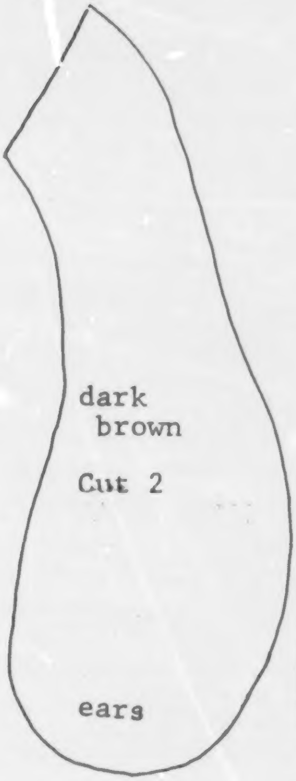
pattern for bottom part of
face

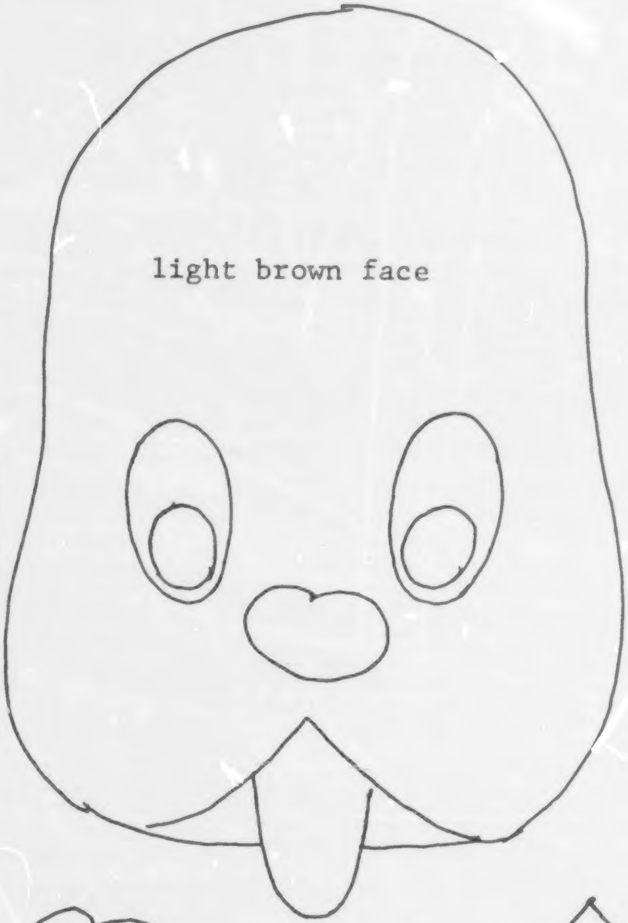
Cut 2
black noses

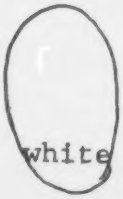


red mouth

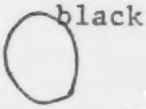
HUNTER HOUND


dark brown
Cut 2
ears

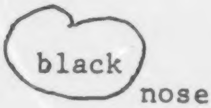

light brown face

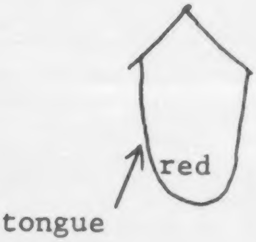


outside
eye
Cut 2

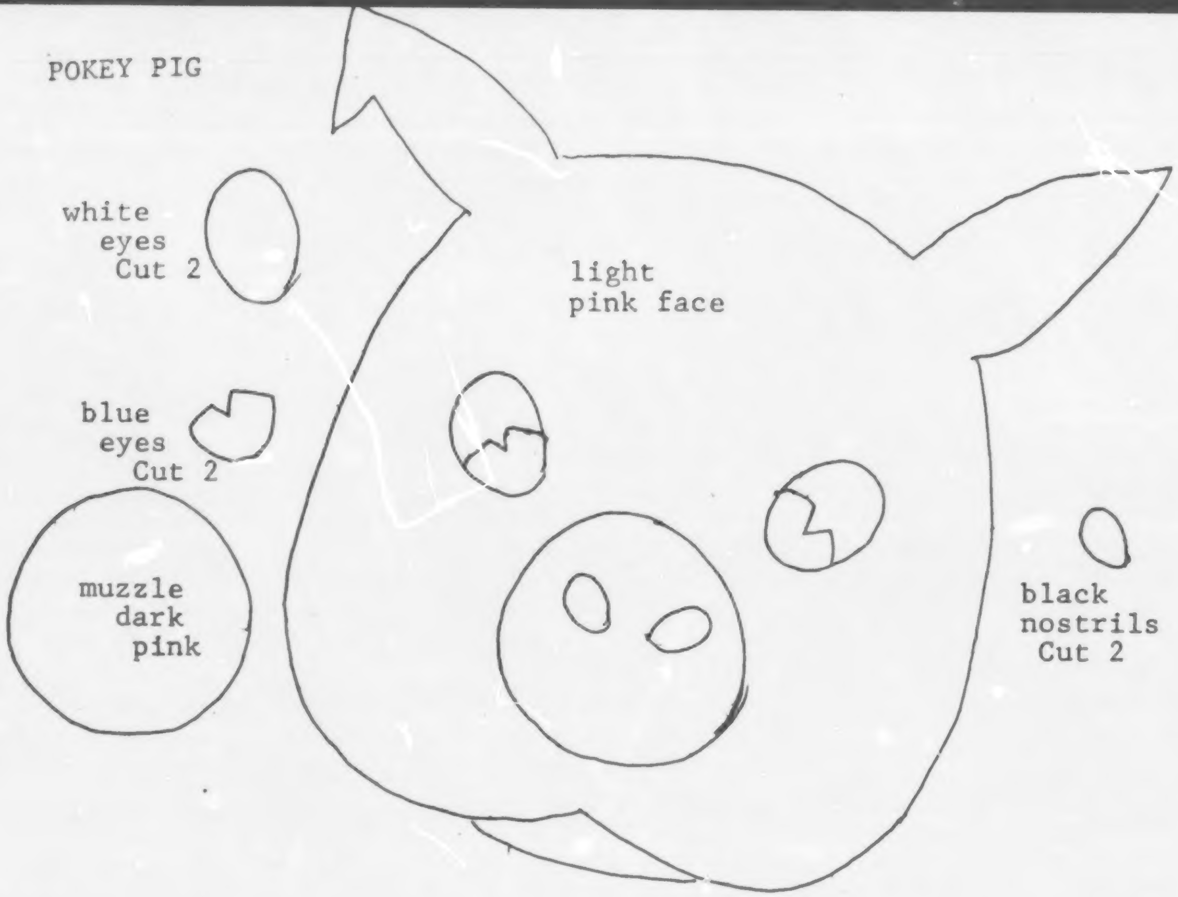


inside
eye
Cut 2

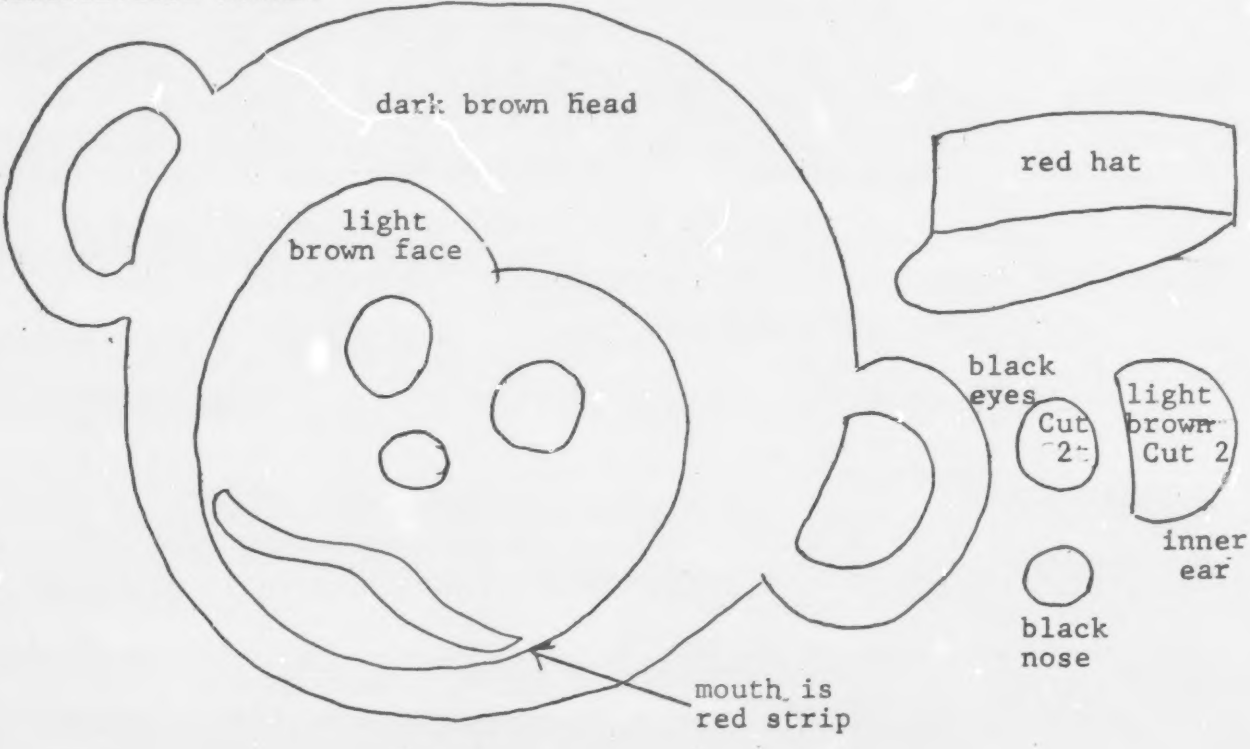




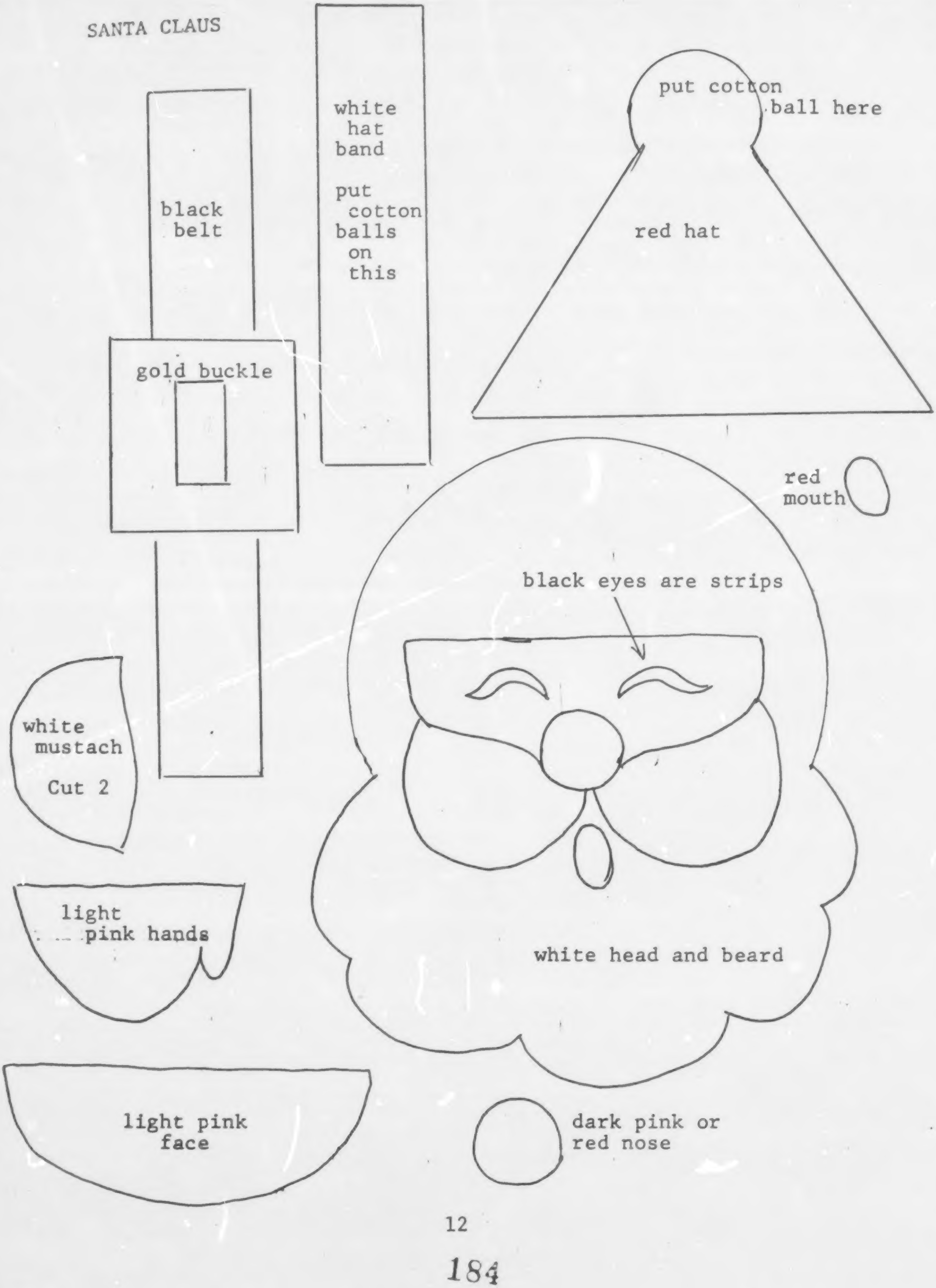
POKEY PIG


white
eyes
Cut 2
light
pink face
blue
eyes
Cut 2
muzzle
dark
pink
black
nostrils
Cut 2

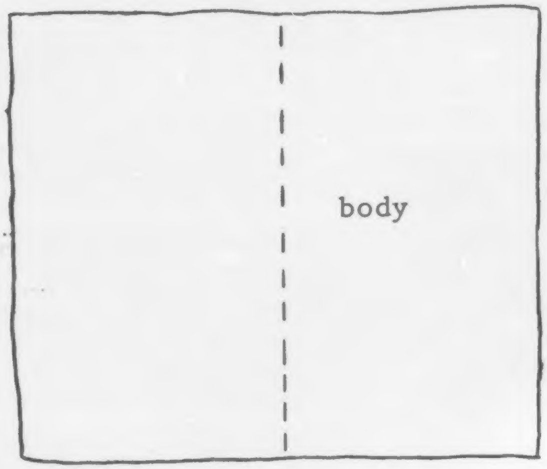
MISCHIEVIOUS MONKEY

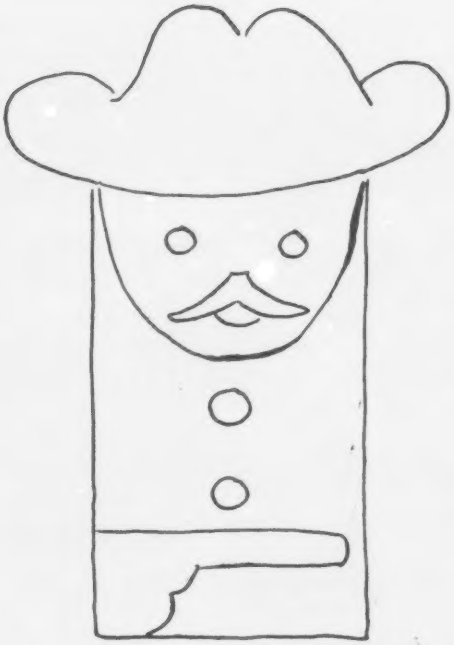

dark brown head
light
brown face
red hat
black
eyes
Cut
2
light
brown
Cut 2
inner
ear
black
nose
mouth is
red strip

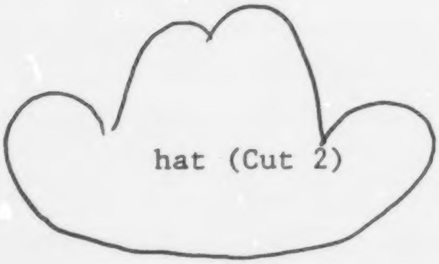
SANTA CLAUS

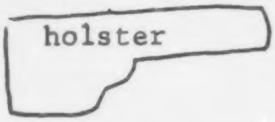

black belt
gold buckle
white hat band
put cotton balls on this
put cotton ball here
red hat
red mouth
black eyes are strips
white head and beard
white mustach
Cut 2
light pink hands
light pink face
dark pink or red nose

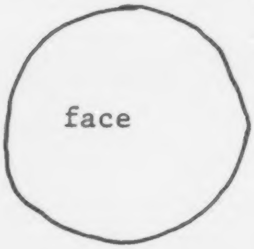
FINGER PUPPET -- Cowboy

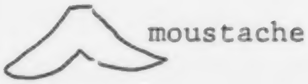








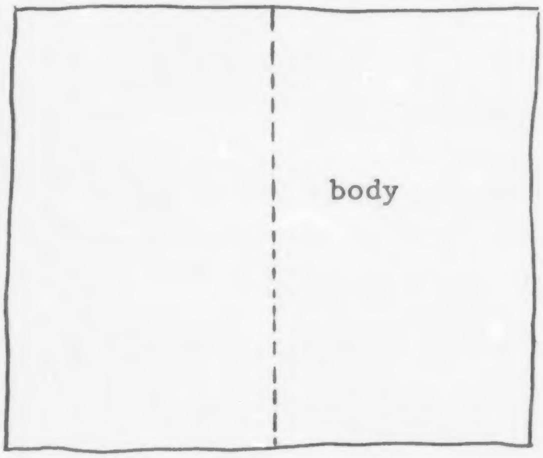


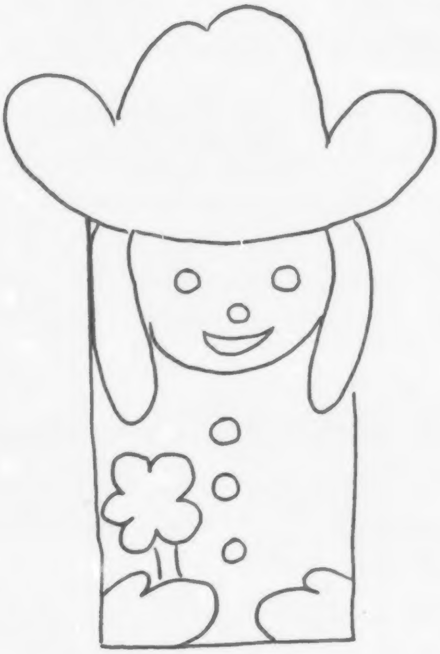


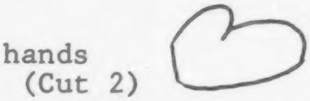
Cowboy Directions:

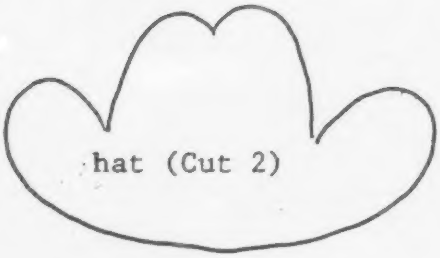
1. Cut out all the pattern pieces.
2. Fold the cowboy's body in half along the dotted line and [illegible] side up. Be sure to leave the bottom open.
3. Glue the face, moustache, and holster on and cut small [illegible] for the eyes and buttons.
4. The, glue on one of the hats and let the front side of the [illegible] pet dry.
5. Turn the puppet over and glue on the other hat, matching the top and brim of the front hat with it. Let dry.

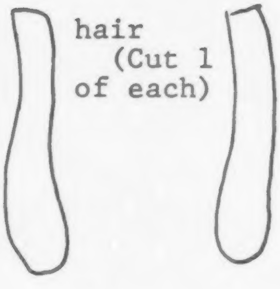
FINGER PUPPET -- Cowgirl

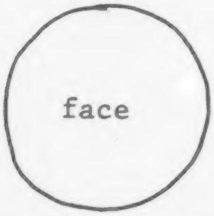






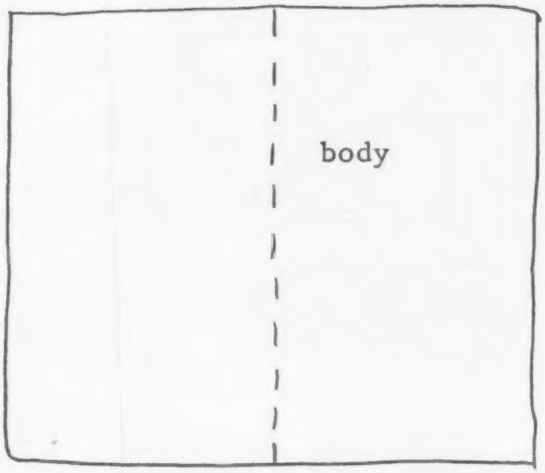


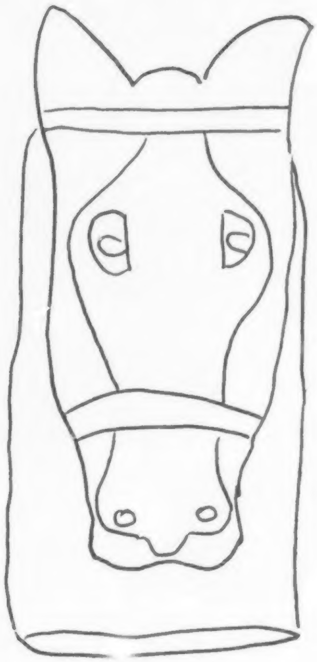

hair
(Cut 1
of each)

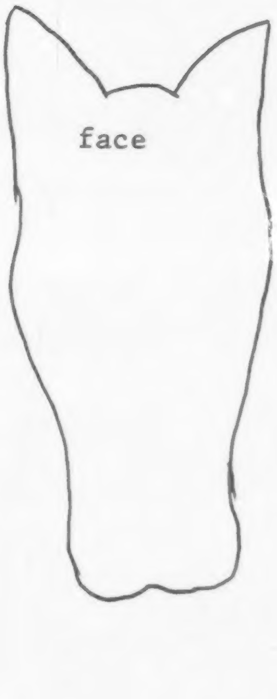


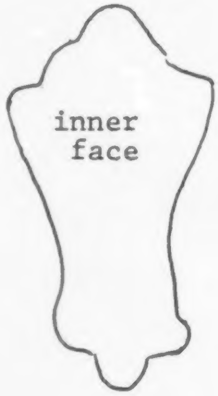
Cowgirl Directions:

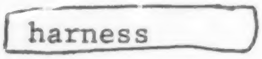
1. Cut out the pattern pieces.
2. Glue the face on the puppet.
3. Then, glue the hair on the puppet.
4. Glue one of the hats on the puppet and also glue on small pieces of black felt or fabric (or use a marker) for the eyes, mouth, and buttons. Glue on hands and flower. Let dry.
5. Turn the puppet face down and glue on the other hat, matching the top and sides. Glue and let dry.

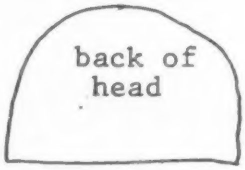

body




face


inner face


harness


back of head

Horse directions:

1. Cut the body and fold in half on the dotted line. Sew the side but leave the bottom open.

2. Glue the horse face on the horse, leaving part of the head and the ears up over the end of the horse's body.

3. Glue the inner part of the horse's face on, centering it in the middle of the face.

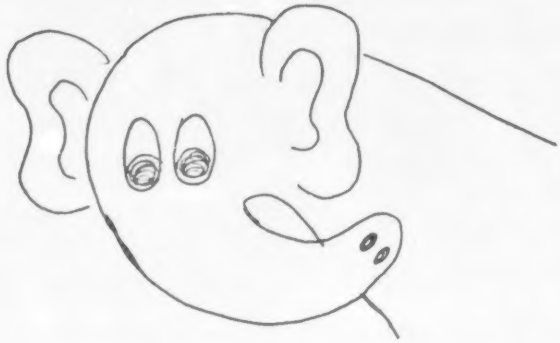
4. Glue eyes and nostrils made from black felt or fabric (or use a marker). A smaller inner eye can be made using yellow felt or fabric.

5. Now glue on 2 strips of gray on the face to make a harness.

6. Let dry.

7. Turn the puppet over and glue the back of the horse's head on.

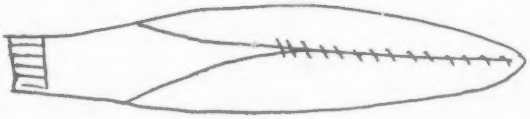
SOCK PUPPET -- Elephant



Materials: 1 sock, piece of felt; scissors; needle and thread

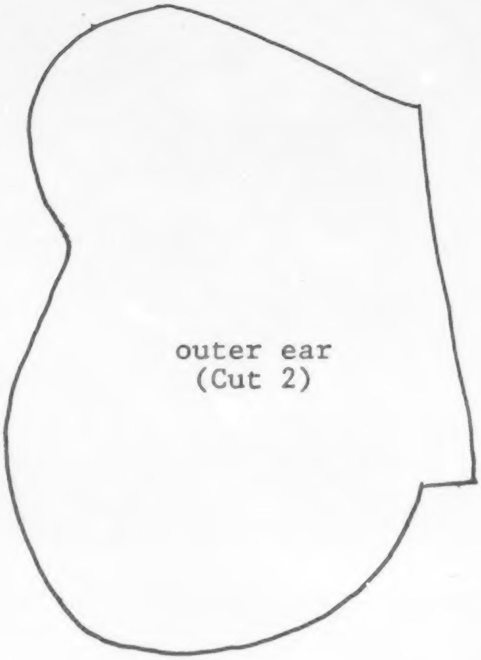
Directions:

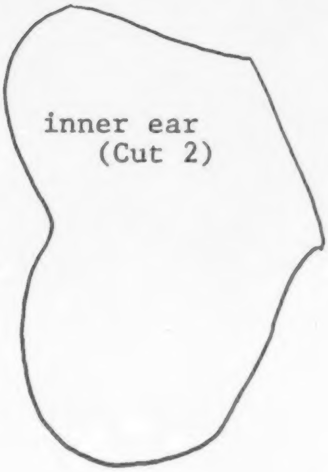
1. Place the sock in front of you with the front side up (heel side down on the table)
2. Roll the 2 sides up and sew them together to make the trunk of the elephant.

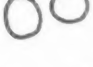


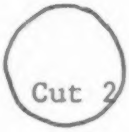
3. Now cut out ears and eyes from pieces of felt. Sew them on the front of the sock.

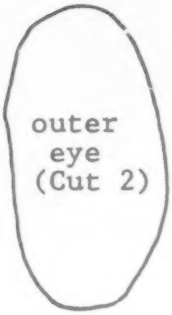
Elephant sock puppet


outer ear
(Cut 2)


inner ear
(Cut 2)




Cut 2
pupils of
eyes

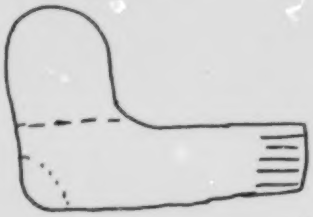

outer
eye
(Cut 2)

SOCK PUPPET -- Octopus

Materials: 1 sock, scissors, needle and thread, pieces of felt

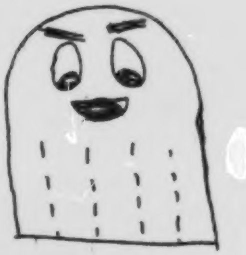
Directions:

1. Cut the sock as shown. You will use only the part of the sock which includes the toe area.

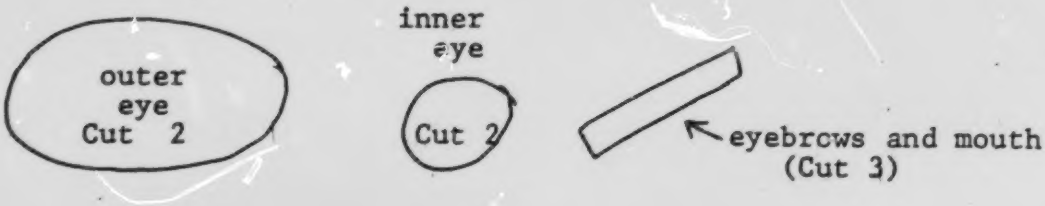


2. Cut the eys from fabric and sew on. (patterns for eyes are below)

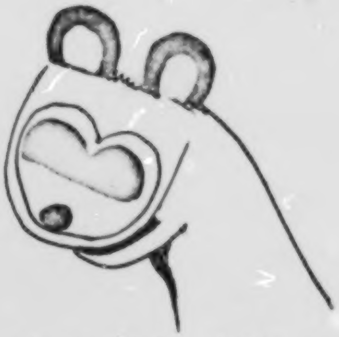
3. Cut the bottom of the sock in strips to make 8 legs.



Patterns


inner
eye
outer
eye
Cut 2
Cut 2
eyebrows and mouth
(Cut 3)

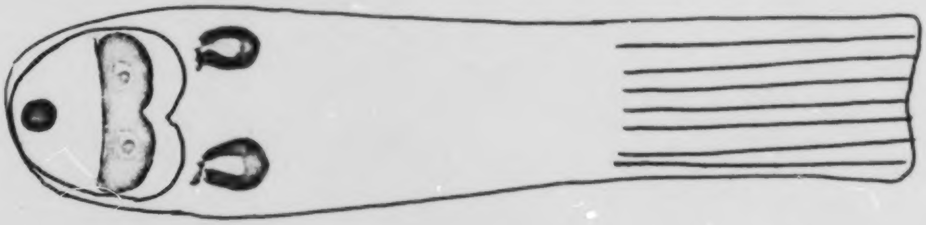
RACCOON SOCK PUPPET



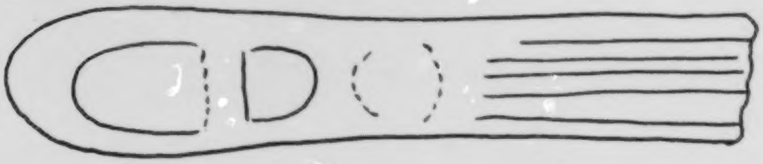
Materials Needed: 1 sock; scissors; glue; red, white and black felt or fabric; a piece of cardboard; a needle; thread

Directions:

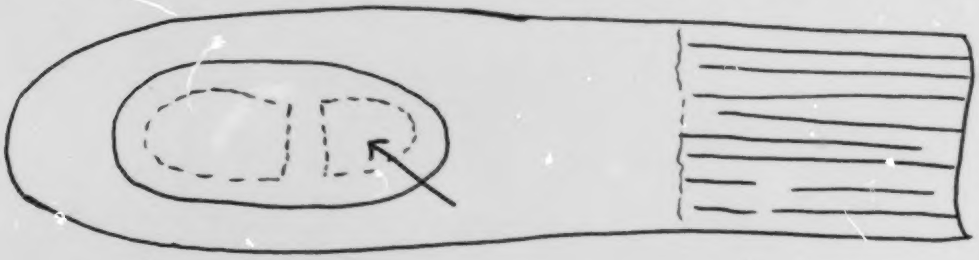
1. Lay the sock with the heel down. Cut out the face pieces and place on the sock as shown below. The face, mask, and eyes are glued on. The ears are sewed on. Let dry for a few minutes.



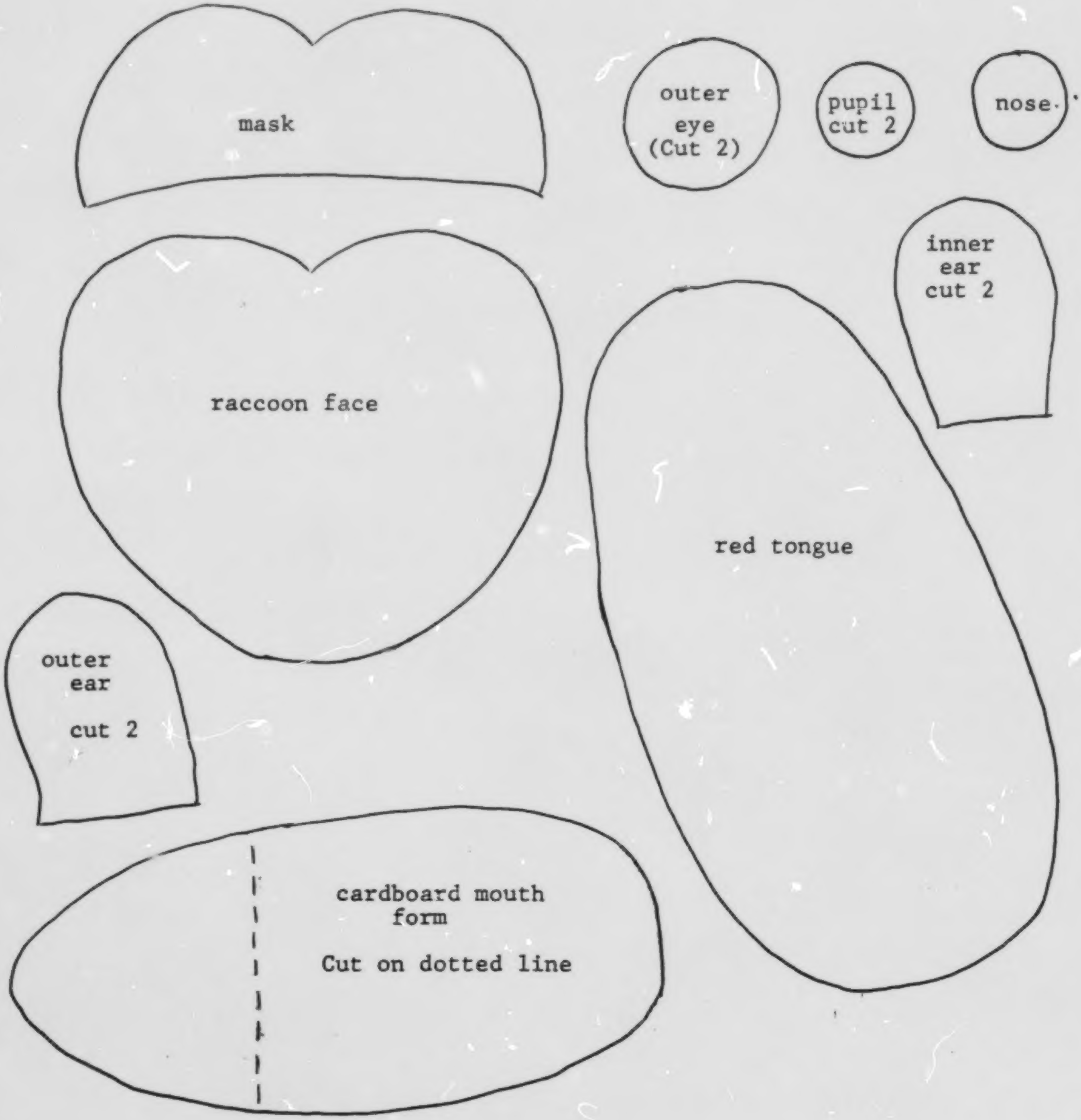
2. After the face has dried, turn the sock over so that the heel is up. Place the cardboard form on the sock as shown.



3. Then, place the red mouth over the cardboard form in a way that allows the mouth to extend further on every side of the cardboard form. Glue around the edges of the mouth and let dry. The cardboard is used to make the mouth feel solid.

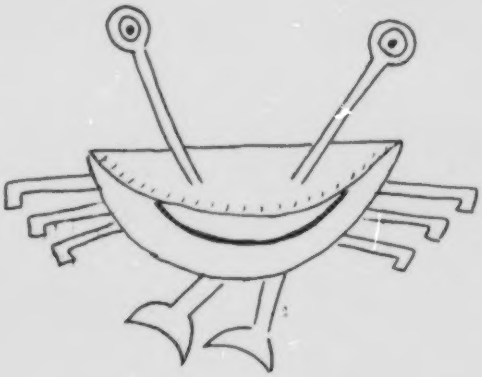


Raccoon sock puppet


mask
outer eye (Cut 2)
pupil cut 2
nose
inner ear cut 2
raccoon face
red tongue
outer ear cut 2
cardboard mouth form
Cut on dotted line

PAPER PLATE PUPPET - CRAB

You will need
- a paper plate
- a long pipe cleaner or 2 short ones
- green, red, and black construction paper



Directions:

Fold the paper plate in half and cut all pattern pieces.

Paste the red tongue on the bottom part of the plate on the inside surface.

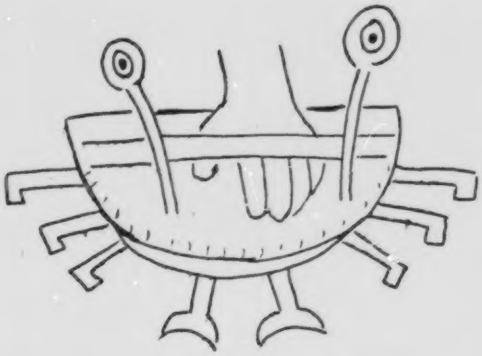
Poke the pipe cleaner(s) through the underside of the top half of the plate.

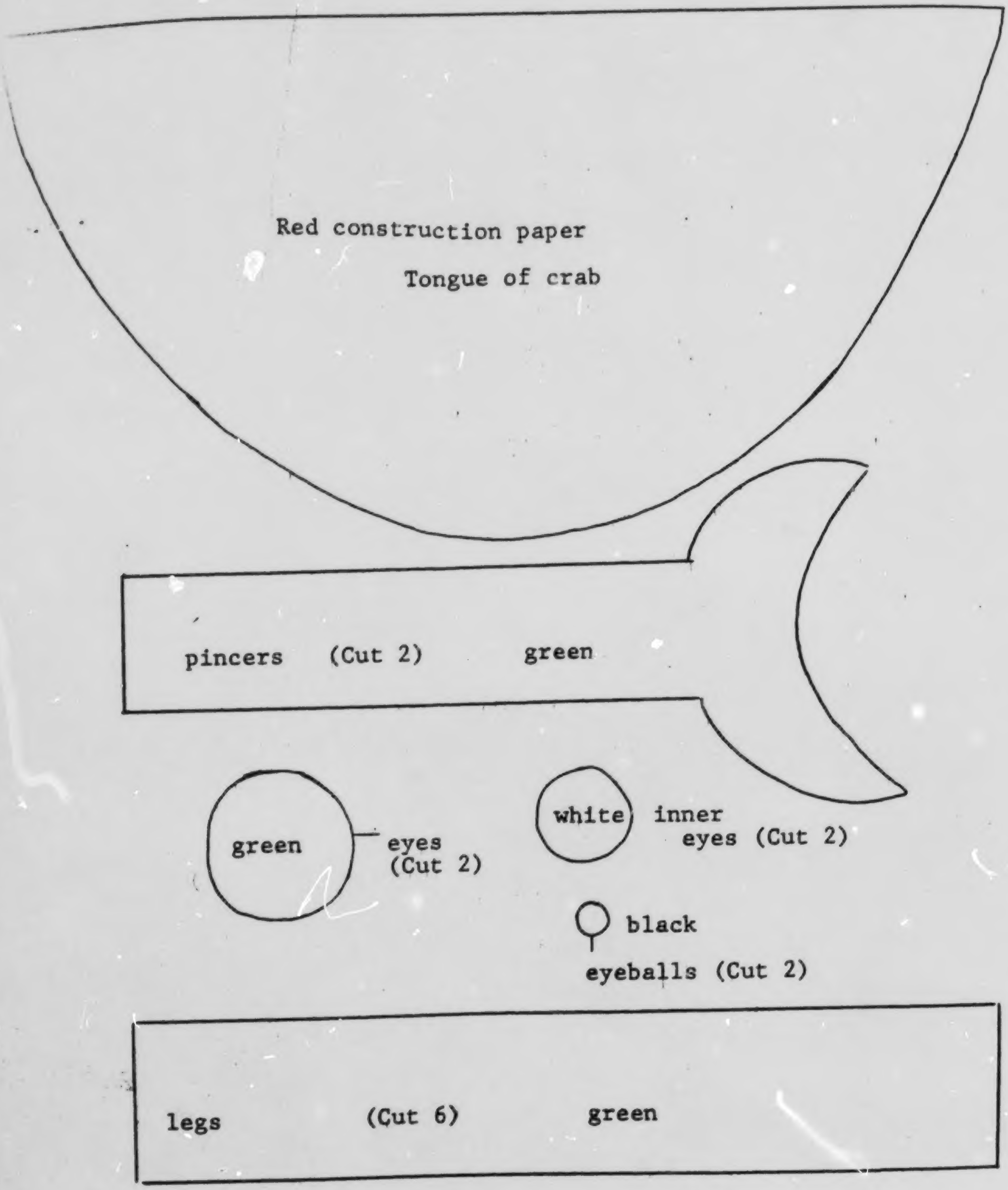
Glue the legs and pincers on the crab.

Put the three parts of the eye together and glue. Then tape or paste to the pipe cleaner.

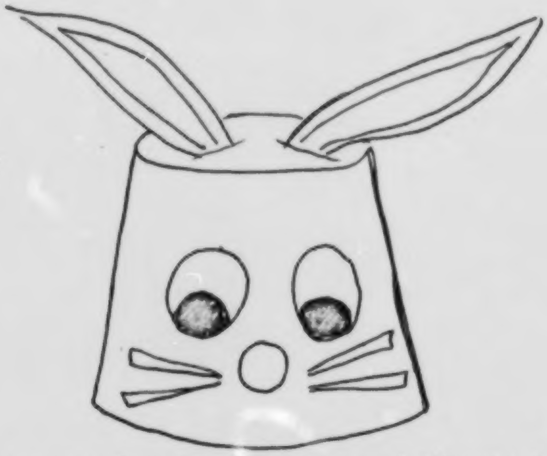
To make a hand grip on the puppet, attach the strip of posterboard to the top of the crab in back of the crab's eyes.

Bend the end of the crabs legs.




Red construction paper
Tongue of crab
pincers (Cut 2) green
green
eyes
(Cut 2)
white
inner
eyes (Cut 2)
black
eyeballs (Cut 2)
legs (Cut 6) green

PAPER CUP PUPPET -- Rabbit



Materials: paper cup; small pieces of pink, gray, and black felt, scissors

Directions:

1. Poke a hole in the middle of one side of a paper cup, using scissors to round out the hole. Make it big enough so that a child's index finger can poke through the hole from the inside of the cup.

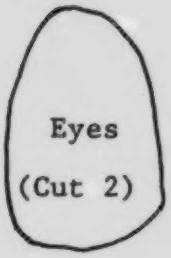
2. Cut the pattern pieces and glue them on the cup to make a bunny face.*

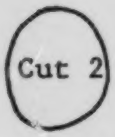
3. On the top of the cup, make slits with the scissors which will allow the ears to drop into the slits to form bunny ears.

4. To hold the puppet, the child sticks his fingers into the cup with his index finger coming through the nose hole.

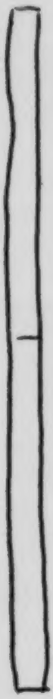
*When gluing the whiskers on the bunny's face, fold the whiskers at the line and glue around the folded part only, leaving the loose ends to stick out.

Rabbit paper cup puppet



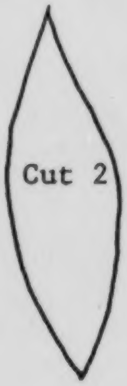


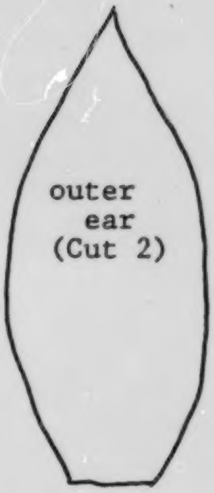
inside of eye



whiskers
(cut 2)
Fold at line

inner
ear




outer
ear
(Cut 2)

☼ASPIRIN for Parents and Kids

Activities for Summer Play, Involving Recreation, Instruction and Nonsense

May 1977

E-C1103

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A NOTE TO THE PARENT

The world at school is a narrow, limited one compared to the world of the home and community. You must realize that, as parents, you exert great influence over your children through your feelings and expression about school, learning, competition, success, failure, responsibility and self-discipline. Other adults in the community may also provide important opportunity to use what is learned at school in the **regular world**. Neighbors, relatives, doctors, sales people and your friends discussing things the child learns at school helps him to see the relationship between life and school.

Many opportunities are available in the community to stimulate natural curiosity and discussion with the child, such as:

Construction work--house, store, remodeling.
Factories--bakeries, bottling companies, etc.
Stores--grocery, drug, department, shoe, etc.
Parks--zoos, beaches, lakes, mountains.
Government buildings--police, post office, courts, army bases.
Museums, monuments, missions
Other cities
Farming communities
Offices--architects, lawyers, newspapers, etc.

Learning is fun and parents can encourage this by talking about the things around the home and community with the child.

Subjects of interest are endless, but a few are listed below:

1. Rocks, leaves, trees, flowers, animals.
2. Music of all types and movement to it.
3. Arts and crafts of all sorts, (crayons, water paints, pencils, clay).
4. Games such as Scrabble, checkers, etc.--especially when you explain why you play as you do or how you could have done better.

You can teach the child to be proud of the work, activity or game he does by asking him, "How do you like the results, and the work you did?" or, "What would you have done differently or better?"

You set an important example for your child by the way you do things. Do you stick to things? Do you plan things out beforehand? Do you and your spouse work together--not only when things go well but also when they are difficult? Do you talk together about various subjects? How do you react to new information or ideas? Do you show that new situations do not throw you because you, as an adult, have inner strength and security? How do you face the everyday trials that you have to go through as an adult? Your child is watching and learning from you constantly.

The way you handle responsibility is also an important way to teach your child. Many of the everyday chores that you must perform or that you ask your child to do are pleasant and enjoyable, but there are others that even you as an adult do not like. Children also dislike some of the chores they must do, but you should be able to understand how they feel and demonstrate how you handle them by example.

Stress and tension of family life need not be hidden. These family difficulties can be educational experiences for your child if you can show him how people get angry and how they handle the situation. He knows that conflicts occur and sees that his parents are able to handle them; this gives him confidence that he can or will be able to handle himself and strong emotions. Handling problems by evading or avoiding them teaches the child to do so also. Stress can build up until communication is impossible. Separation and divorce, though stressful, can be less damaging if the parent prepares the child by discussing it and explaining why. He must not feel that he is the cause or wonder if he will have to leave also.

RECREATION-COMMUNITY OPPORTUNITIES

Recreation for any family need not cost anything at all except time in planning. These activities can become learning situations if parents will take a little time to prepare the child. Here are three suggestions to help you teach your child about the community.

1. Talk about the place you will visit before you go. (Where you are going, what you will see, what you will hear, why this place is useful to the community.)
2. Describe what you see, hear and do with words while you are there. (Who this person or thing is, what his/its job is, why he/it is useful.)
3. Discuss the trip again after it is over. (What you saw, What you heard, why he/it is useful.)

Places that you can go that cost little or nothing are:

1. Fire station
2. Airport
3. Beach
4. Gas station
5. Grocery store
6. Post office
7. A nature walk
8. Park
9. Museum
10. Art gallery
11. Police station
12. Picnic
13. Court house
14. Jail house
15. Bakery
16. Military installation
17. Mission
18. Zoo

RECREATION CHECKLIST

A. Recreation: Have you taken you child to the following places?

	Yes	No	Soon
1. Fire station			
2. Airport			
3. Beach			
4. Gas station			
5. Grocery store			
6. Post office			
7. Nature walk			
8. Park			
9. Museum			
10. Art gallery			
11. Police station			
12. Court house			
13. Picnic			
14. Jail house			
15. Bakery			
16. Military installation			
17. Mission			
18. Zoo			

Game: Tracker

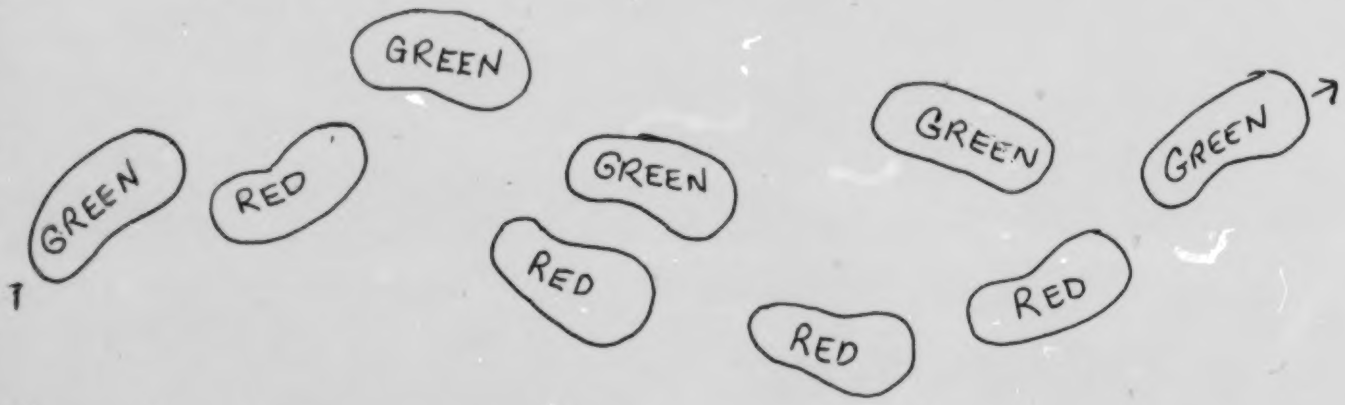
Skill Area: Gross Motor

Supplies: Pencil, 8 pieces of cardboard (9"x7") red and green colors or paints, scissors, red yarn and green yarn (about 12" in length).

How to Play: Trace your child's feet and use these patterns to make sets of footprints. The right foot patterns should be red and the left foot patterns should be green. Color or paint the cardboard accordingly. Then, lay out a course and have your child walk the course, putting his left foot on the left foot tracks and his right foot on the right foot tracks.

Good Idea Tips: If your child is quite young and doesn't know right from left, tie red yarn around his right foot and green yarn around his left foot or ankle. Tell him to track according to color, but mention right and left to him so that he can start to learn this concept.

Put low obstacles between footprints, making a kind of obstacle course.



Game: Hurdler

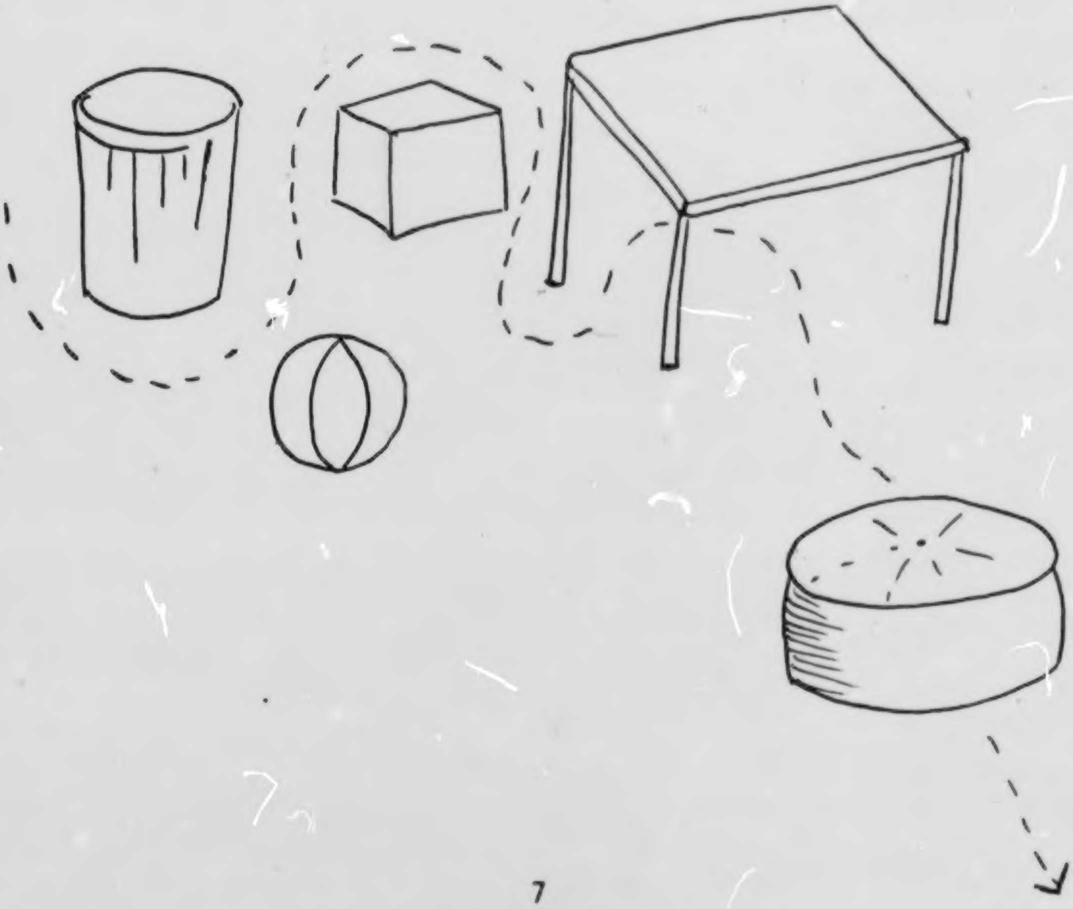
Skill Area: Gross Motor

Supplies: Boxes, chairs, tables, wastebaskets, ropes, balls, etc.

How to Play: Set up a course for your child to go through using the supplies listed above. Then you can have your child jump over, climb under, step on, or walk between (or any other combination you can think of) the obstacles.

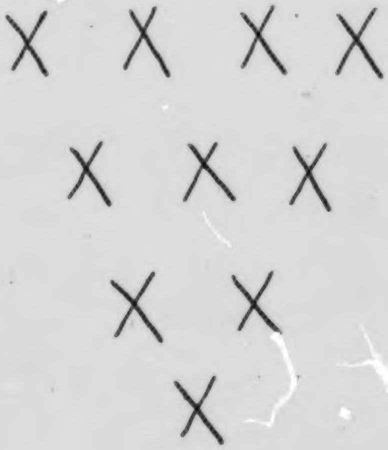
Good Idea Tips: Make things more difficult (like not being able to touch the objects as he goes over them) as he learns to do this.

Substitute running, jumping, hopping, and skipping at times.



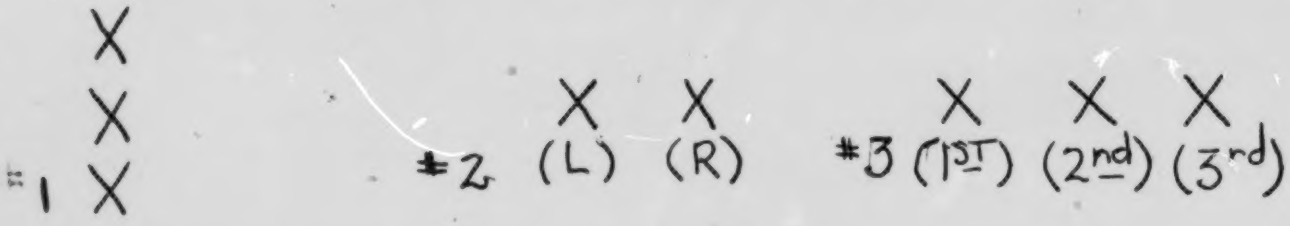
Game:	Bowl Pro
Skill Area:	10 empty quart milk cartons, a large ball (around 6" or 9")
How to Play:	Arrange the cartons on the floor like bowling pins. The child is to roll the ball along the floor to see how many pins he can knock down. He gets as many points as the number of pins he knocks down.
Good Idea Tips:	Measure different numbers of feet from which your child will bowl, like 6' from the pins or 8' from the pins. He gets more points if he chooses to bowl from a greater distance. If the child is playing with another child, set a number of points which the winner must get. Use smaller and smaller balls (like a 3" ball) as your child learns to play.

arrange cartons thus:



Game:	Penny Pitcher
Skills Area:	Gross Motor
Supplies:	5 empty one-half pint milk cartons, several pennies (or beads), scissors.
How to Play:	Cut off the top of the milk cartons. Arrange the cartons in a straight line from front to back on the floor with about 3" between each carton. Then, have your child sit on the floor at least 3' from the first carton and have him pitch one coin at a time into the cartons. The farther away the carton, the more points he gets.
Good Idea Tips:	After he has gotten pretty good at the first game, try putting 2 of the cartons straight across and telling your child to throw the pennies in the left one or the right one. Later, put 3 in a row and have your child pitch pennies in the first, second, or third one (or left, middle, or right one).

Arrange Cartons as:



Game: Hoop Hopper

Skill Area: Gross Motor

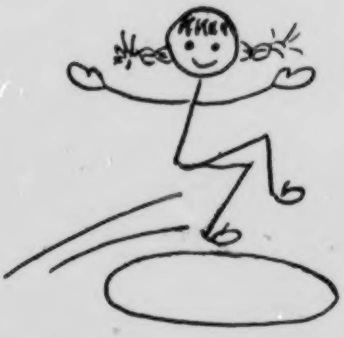
Supplies: Hula hoop (or chalk), automobile tires.

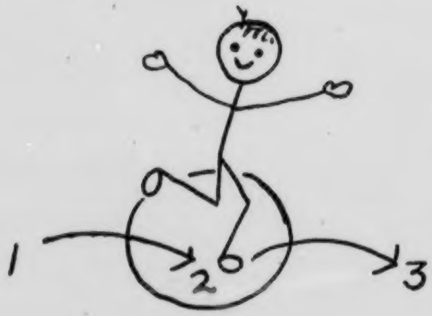
How to Play: Place the hula hoop on the ground or floor and have your child do different things with it: run around the hoop, jump over the hoop, hop into the hoop landing on both feet or landing on one foot, etc.

Good Idea Tips: After your child has become pretty good at this, use chalk to make smaller circles and have him do the same things he did with the hoop. (Go down to about 2' circles).

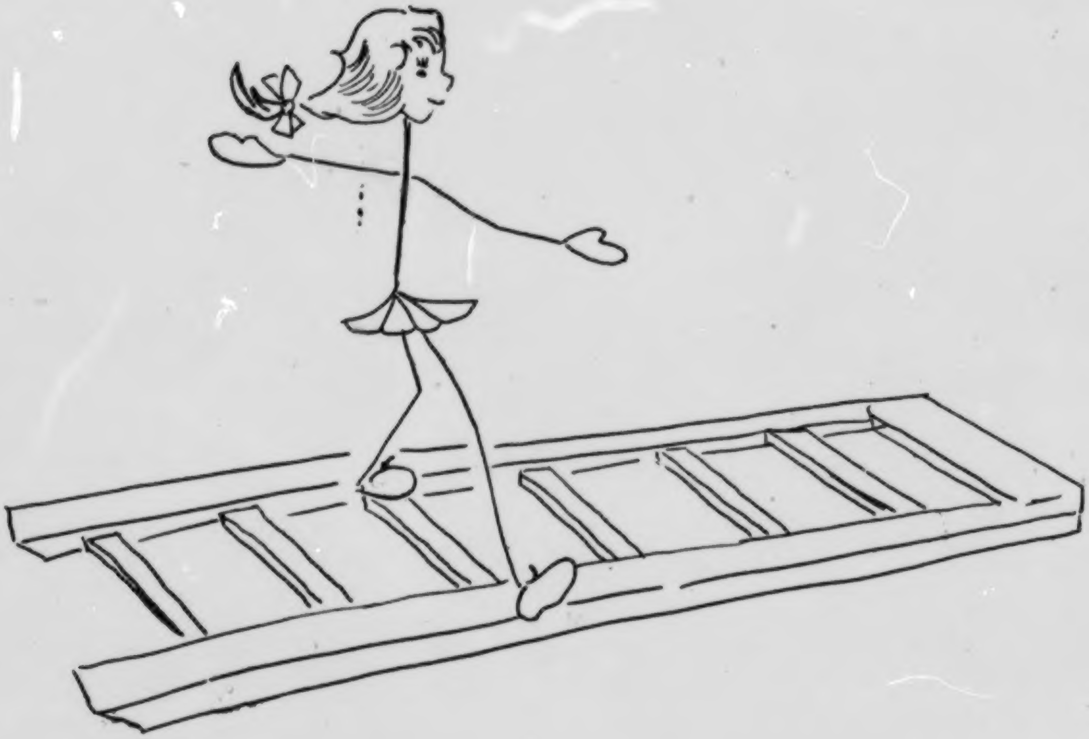
Later, you can get several tires and set them up in ways in which your child can jump into them one after another.

Have your child walk backwards or sideways, turn after each tire, etc.





Game:	Ladder Fun
Skills Area:	Gross Motor
Supplies:	A ladder, a ball, masking tape.
How to Play:	Put the ladder flat on the ground. Tell your child to do different things: walk in between the rungs, hop between the rungs, walk on the sides of the ladder, walk with one foot in the spaces between the rungs and one foot on the ladder side, etc.
Good Idea Tips:	On a rainy day, you can put masking tape down on a floor or carpet like the ladder. Have your child see how many "rungs" he can jump, etc. Remember: This activity is for an imaginary ladder.



OTHER GAMES and ACTIVITIES

Skill Area: Gross Motor

Running

Hopping

Skipping

Jumping

Dancing

Bicycling

Crawling

Swimming

Skating

Somersaults

Simon Says

Hopscotch

You can buy:

Volley Ball sets

Jump Ropes

Tether Ball games

Yo-Yo's

Frisbees

Trampolines

Horse Shoe games

Swings

Badminton sets

Twister games

Game: Rhythm Band

Skill Area: Gross Motor

Bells

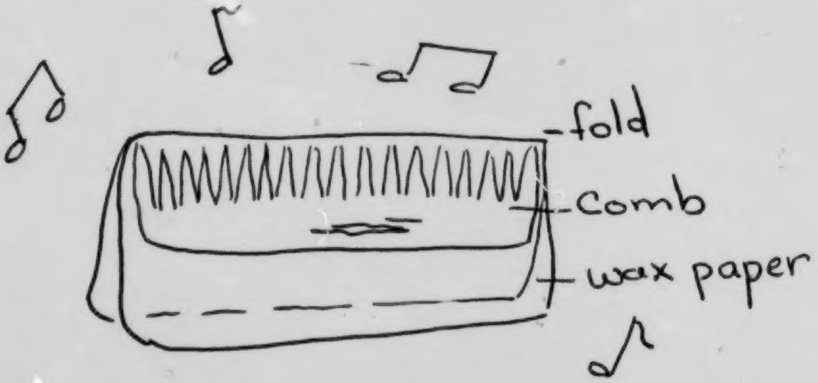
Supplies: 1 or 2 spoons, stick or pencil.

How to Play: Strike the spoon with the pencil or just strike the 2 spoons together.

Comb Kazoo

Supplies: A comb and a piece of waxed or tissue paper.

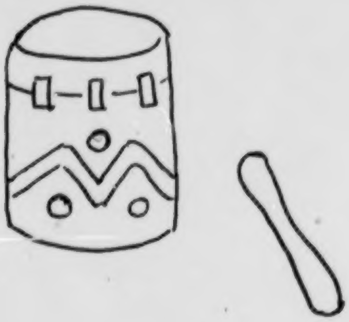
How to Play: Fold the paper in half and wrap the teeth of the comb into the fold. Then have your child put his lips over the fold and hum a tune, moving the comb from side to side.



Drum

Supplies: An empty coffee can with a plastic lid (or an oatmeal box, masking tape, a spoon, paper and crayons, yarn).

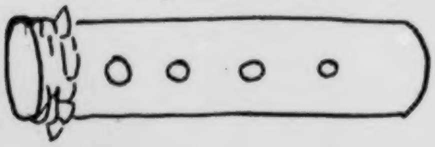
How to Play: Tape the lid of the box or can with the tape onto the box or can. Then, cover the can or box with paper and decorate the drum any way you want. The yarn can be used to make a drum that you can hang around your neck. Use the spoon as a drumstick.



Humming Flute

Supplies: A small piece of waxed paper, a rubber band, a cardboard tube from a paper towel or toilet paper roll.

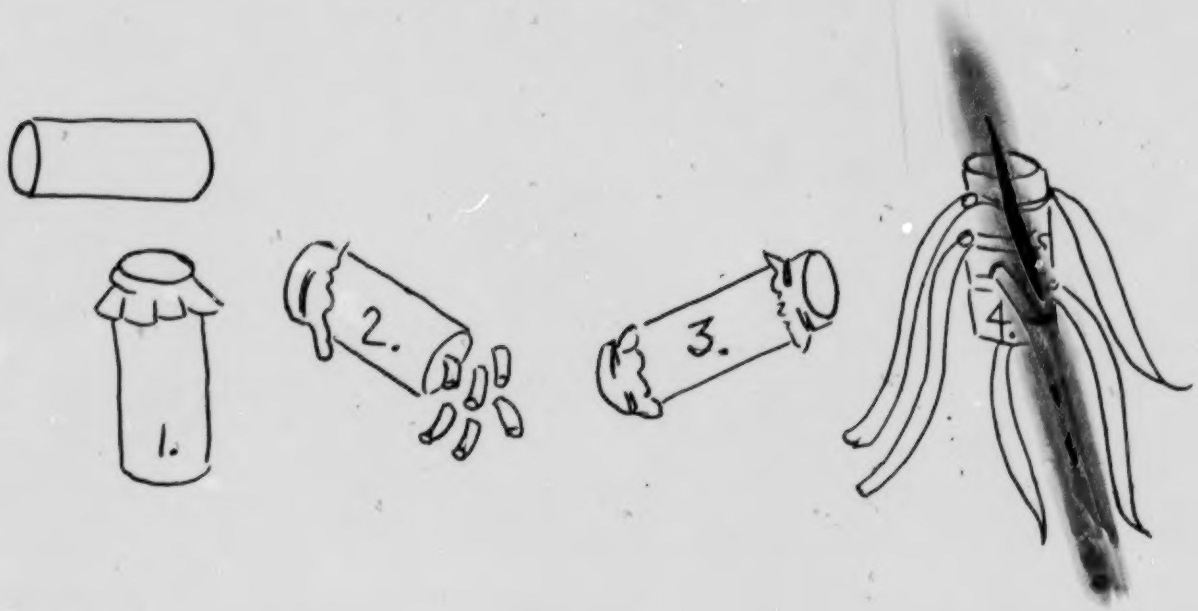
How to Play: Punch 3 or 4 holes in the side of the cardboard tube about 1" apart with the pencil. Then cover one end of the tube with a piece of waxed paper. Use the rubber band to secure the paper. Then your child can hum a tune in the other end and can move his fingers over the holes to make a tune.



Maraca

Supplies: A small juice can or cardboard tube, foil, and two rubber bands and tape, colors or paints, crepe paper or construction paper, glue, beans.

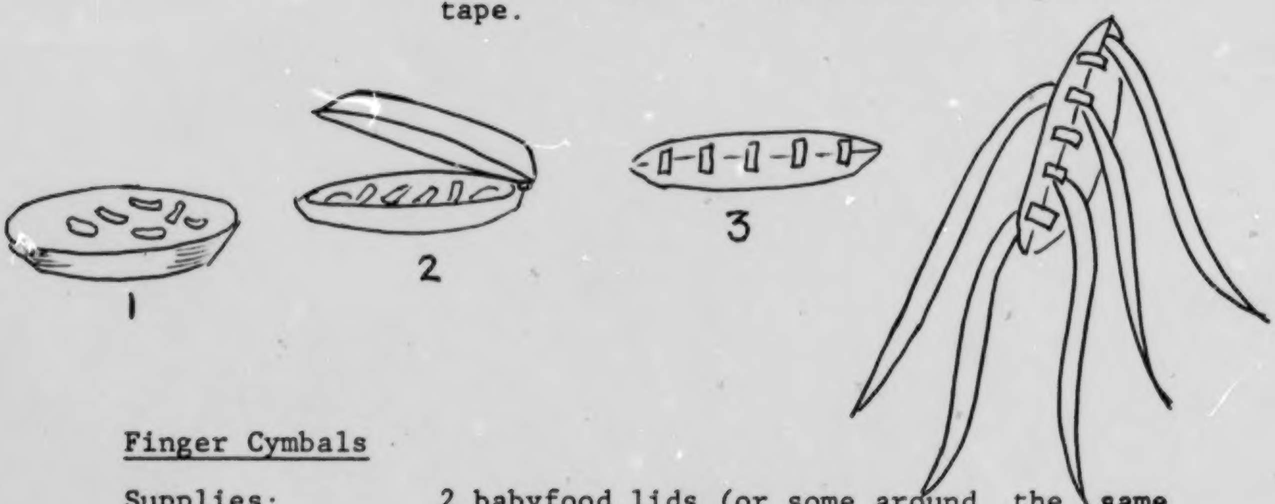
How to Play: Cover one end of the tube with foil or construction paper. Your child can use rubber bands or masking tape to secure the paper. Then help your child fill the tube with beans about halfway. Then cover the other end of the tube and secure with tape. Put construction paper or crepe paper around the tube and decorate the maraca with streamers.



Tambourine

Supplies: 2 paper plates or foil pie pans, colors or paint, ribbon or yarn, crepe paper or construction paper masking tape, glue pinto beans.

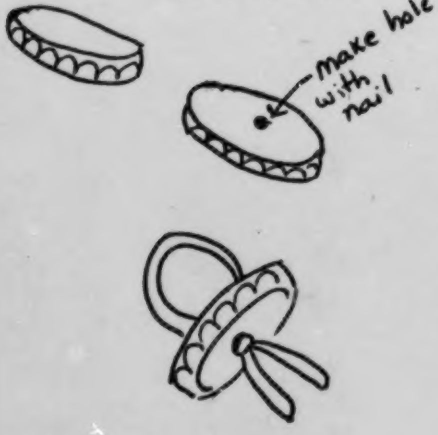
How to Play: Take the 2 paper plates and have your child decorate them any way he wants with the paints or colors. Then put a handful of beans on one of the plates. Have your child put the two plates on top of each other and tape all around the edges. Then cut strips out of the crepe paper or construction paper and attach to the tambourine with glue or tape.



Finger Cymbals

Supplies: 2 babyfood lids (or some around the same size as baby food lids), 2 pieces of elastic around 5 inches long, a hammer and a nail.

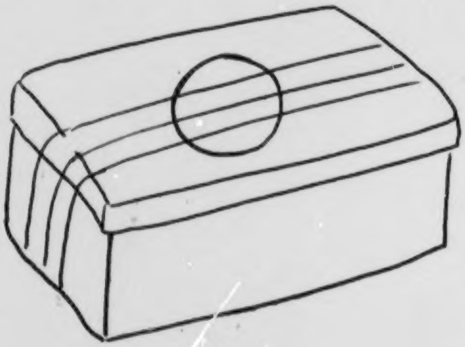
How to play: Punch a hole in the center of each lid with the hammer and nail. Put both ends of one piece of elastic through the hole in one of the lids. Do the same for the other one. By pulling the two ends of the elastic on each lid, you can make a loop on the top side of the lids for your child's fingers. Have your child put his fingers (one in each loop) through the loop and tie off and trim the elastic ends. Then, have your child put 1 symbol on his thumb and the other on his middle finger. He can then clang them together.



Strumming Box

Supplies: A shoe box with the lid, rubber bands of different sizes (large enough to fit around the shoe box), scissors.

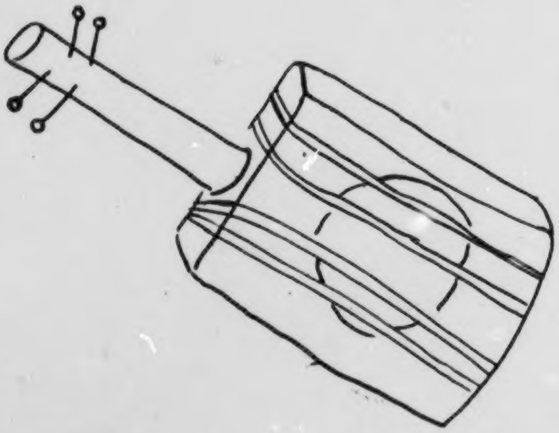
How to Play: Cut a large hole right in the middle of the box lid and then put it on the box. Help your child stretch the rubber bands across the opening of the box. Space the rubber bands evenly over the hole. Then your child can pluck his instrument over the hole and notice the different kinds of sounds.



Banjo

Supplies: The same as for the strumming box. Add a pencil and a cardboard tube.

How to Play: Follow the same direction as for the strumming box. Add a bridge by sliding the pencil under the rubber bands just above the hole. Use the cardboard tube as a handle. It can be inserted by cutting a hole at one end of the box.



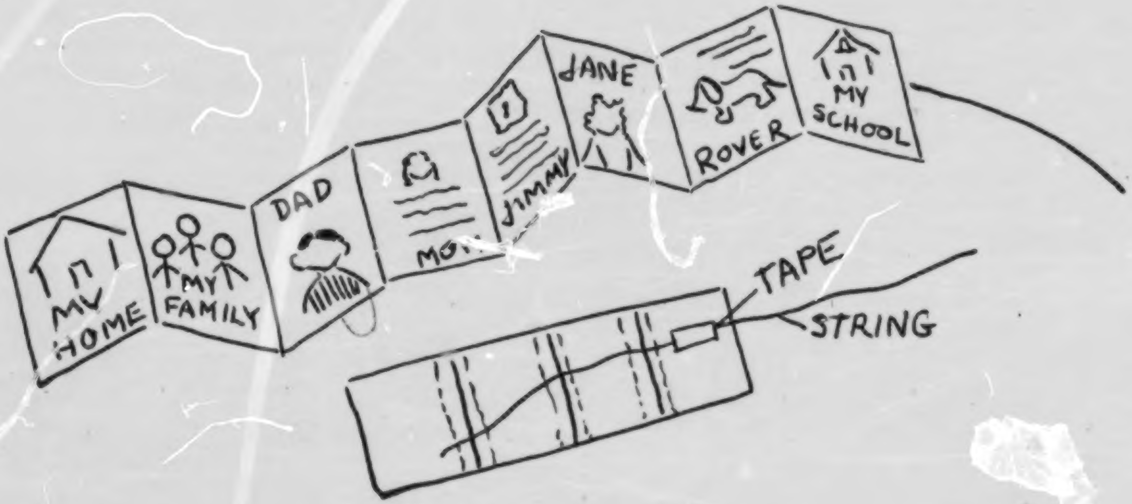
Game: Book Nook

Skill Area: Fun and Creativity

Supplies: 4-8 pieces of construction paper (depending on how long the book is to be) colors, yarn, tape, glue, photographs, and anything else your child may wish to use in his book.

How to Play: Put all the construction paper flat out on the floor or on a table and tape them together. These will be the pages in your child's book. He then draws or glues pictures on the pages. You can then help him write a story about them. So that the book can be kept together, he can tape a long piece of yarn on the back cover of his book which can be tied when the book is closed.

Good Idea Tips: Let your child decide what to write his book about. A nature walk can result in leaves, etc. which he can use in the book.



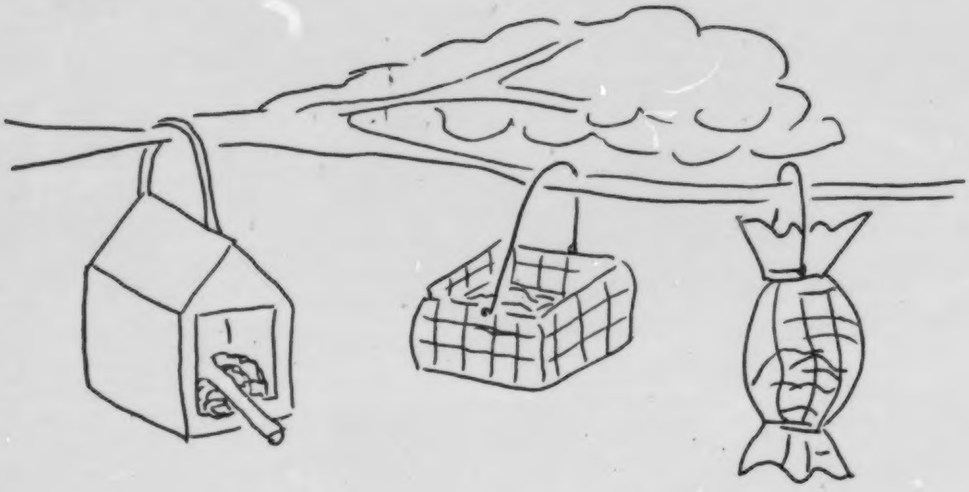
Game: This One Is For The Birds

Skill Area: Fun and General Knowledge

Supplies: An empty milk carton, a hanger, a fruit basket, netting, etc. (anything that can be used in some way to make a birdfeeder), a stick or dowel.

How to Play: If the child is to use an empty milk carton, cut a large square hole through two opposite sides of the carton in the middle of each side. Lay a stick or dowel at the bottom (with the ends sticking out of both holes in the carton). Tie the stick down so that it will not blow or fall out. Put string or rope through the top of the carton and hang the feeder from a tree.

Good Idea Tips: Fill the feeder with a variety of things and check it every so often to keep it full.

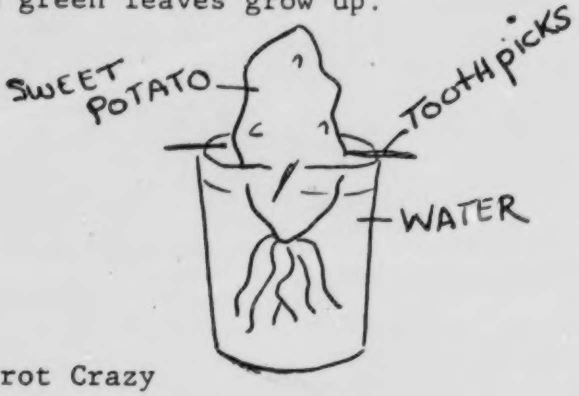


Game: Kitchen Gardener

Skill Area:

Supplies: A sweet potato with buds, a glass jar, 4 toothpicks.

How to Play: Put the sweet potato in a glass jar with the small end of the potato pointing down into the jar. Use toothpicks to hold it up if the top of the jar is too big. Then add water--just enough to wet the bottom of the potato. Keep the potato in a sunny place and watch the roots grow down and the green leaves grow up.

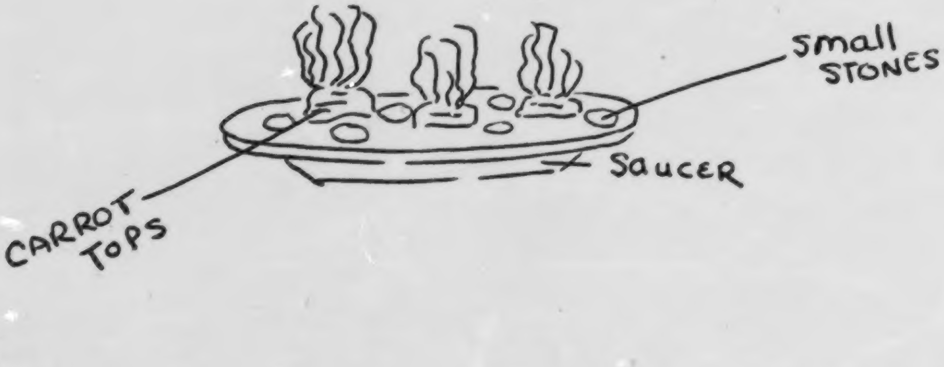


Game: Carrot Crazy

Skill Area: General Knowledge

Supplies: Carrot tops, small stones, a saucer

How to Play: Have you child cut off the top of some carrots and put them in a saucer. Have your child surround the carrot tops with several small stones (this will keep the carrot tops in place). Tell your child to always keep a little water in the dish. Wait a week and see what happens.



Game: Fruity Seeds

Skill Area: General Knowledge

Supplies: Fruit seeds (like orange, lemon, grapefruit, apple, etc.) an egg carton or paper cup, dirt.

After eating a piece of fruit, let the seeds dry for a couple of hours. Then fill an egg carton or paper cup with dirt. Let your child plant his seeds, telling him to plant the seeds close to the top. Have him water the seeds and watch them grow.

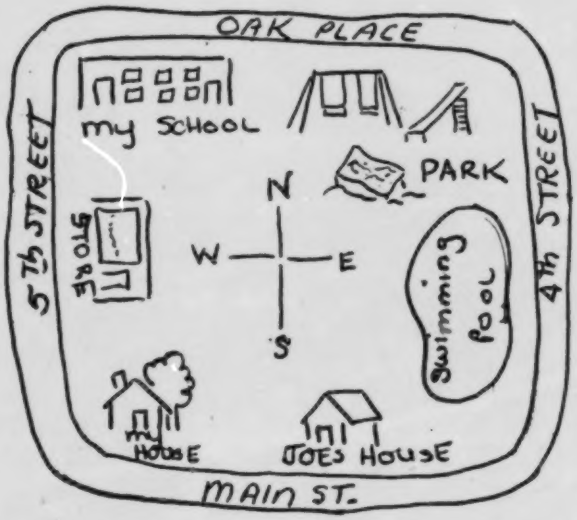
Game: Where I Live

Skill Area: Visual Memory and Fun

Supplies: A large piece of paper, colors, and maybe a ruler.

How to Play: Go with your child and take a walk around your block. Tell your child to look around carefully so that he can remember the important things. When you have returned to your home, give him the sheet of paper and ask him to draw a map of his block. Encourage him to add houses, fire hydrants, stop signs, trees, stores, etc.

Good Idea Tips: Help your child if he needs it on this one. Also, while you are out on your walk, point out all the things which might be included in his map.


OAK PLACE
my SCHOOL
PARK
5th STREET
STORE
N
W
E
S
Swimming Pool
4th STREET
HOUSE
JOE'S HOUSE
MAIN ST.

Game: Shadow Match

Skill Area: Visual Perception and Form Constancy

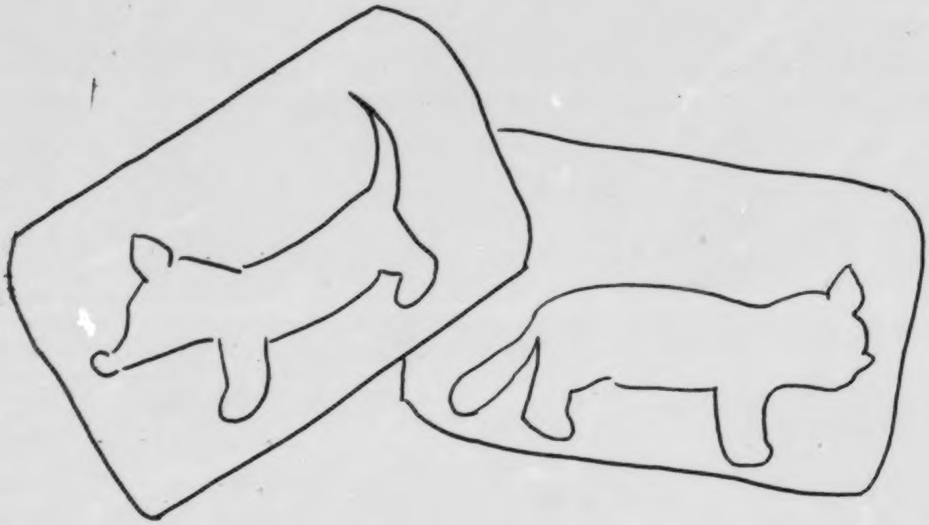
Supplies: 8 x 11" black and white construction paper, pencil, paste, scissors.

How to Play: Before the game--draw the outline of different things (like animals) on a sheet of black construction paper using all the sheet for each outline. Cut them out and paste each outline on a piece of white construction paper.

For the game--show your child the outline and have him tell you what the object is.

Good Idea Tips: Cut the mounted shapes into 4 equals parts, Have your child try to put the pieces together.

Later make the outlines again, but do not put them on the white construction paper. Then, cut the shapes into 4 equals pieces and have your child put them together.



Game: Missing Magic

Skill Area: Visual Memory

Supplies: An empty milk carton; several small objects, such as a paper clip, a bead, a block, a clothespin, a toy car, a toy soldier, a jack, a jack ball, etc.; scissors.

How to Play: Cut off the top part of the milk carton. This will be used to cover the "missing" object. To play, put 3 or 4 objects in a row and tell your child to look at them carefully because you will be covering one up in a minute. When he is ready, have him close his eyes or turn his back. Cover any one of the objects. Then have your child turn back around and ask him which object has disappeared. If he has trouble with this, show him the first couple of times after he says he cannot remember.

Good Idea Tips: Later, cover 2 or more of the objects up.

Game: Another Way to Look At It

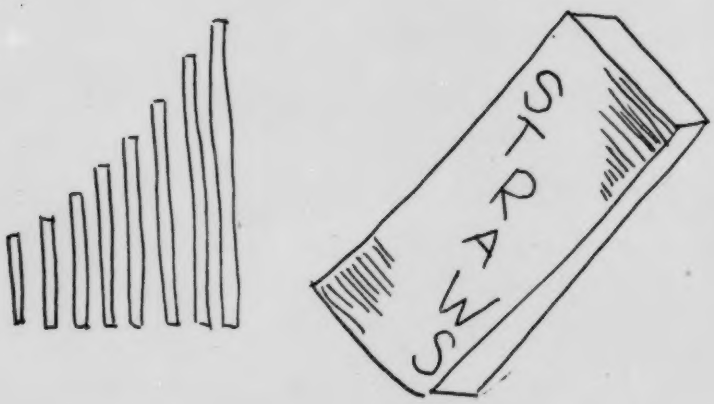
Skill Area: Visual Perception and Form Constancy.

Supplies: A piece of white (or other light color) posterboard, a black felt pin, different objects like a cup, a pencil, a block, a penny, a straw, a box, etc.

How to Play: Put the different objects down in random order on the white posterboard. Trace around the objects with the black felt tip pin. Remove the objects and put them in the box for storage. Now give both the box of objects and the white posterboard to your child and tell him to match the objects with the drawn shapes on the posterboard.

Good Idea Tips: Later, choose shapes that are very similar, so as to make the game more difficult.

Game:	Straw Sizing
Skill Area:	Visual Discrimination
Supplies:	Plastic straws (about 8 of them), a box of any type to store them in.
How to Play:	Cut the straws to different lengths. At first, make the differences quite obvious so that your child can succeed in this. Tell your child to put the straws in a row according to size--from largest to smallest, etc.
Good Idea Tips:	When your child does pretty well, cut straws to different lengths again, but make the differences much smaller.



Game: The Shape of the World

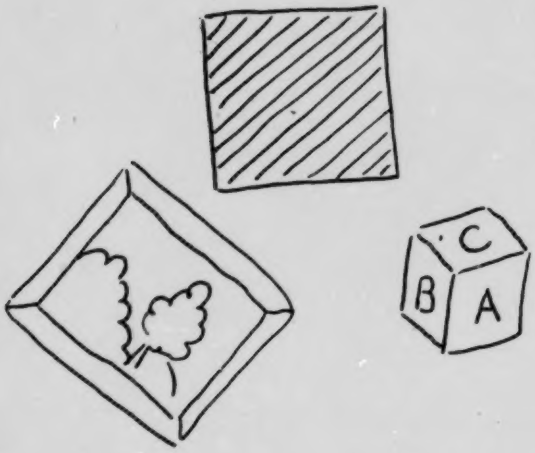
Skill Area: Visual Discrimination

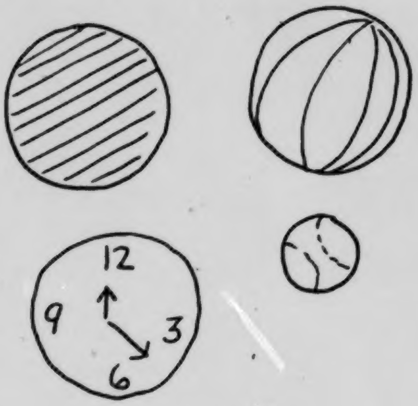
Supplies: Cardboard, magazines, glue, scissors

How to Play: The game will help your child see geometric shapes in the objects he sees everyday. To be prepared for the game, cut out one of each of the following shapes; circle, square, rectangle, triangle, and oval. Now, go through magazines and cut out pictures which have one of these shapes in it. Cut out and glue these pictures on cardboard squares (these should be small pictures--around 2"x3"). These are the playing cards. The child then puts the shapes in front of him in a row. He then draws a card and tires to find a shape in that picture under that shape and goes on to the next card.

Good Idea Tips: Set up some sort of prize he gets for getting a certain number of cards in the right place.

Also, start with pictures that shapes can be seen easily in.





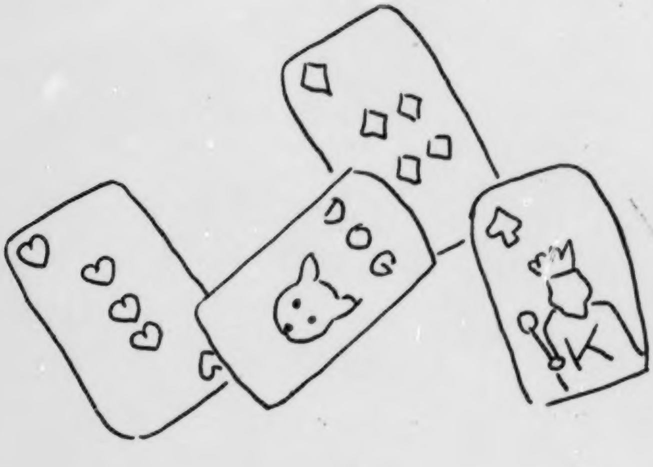
Game: Match It

Skill Area: Visual Discrimination and Visual Memory

Supplies: 2 Identical decks of cards

How to Play: Choose any 6 or 7 cards from one of the desks and then get the identical set of cards from the other set. Shuffle the cards and then place then face down on a table or on the floor. It does not matter who starts the game. One player picks two cards--if they match--the person who picked them puts them aside and counts the pairs as one point. If the 2 cards do not match, the cards are turned back face down and all the players try to remember where those cards were. The next player then also tries to match two cards. The game is continued until all the cards are matched in their pairs. The person with the most pairs wins the game.

Good Idea Tips: Later, you may be able to take 3 identical cards to be matched.



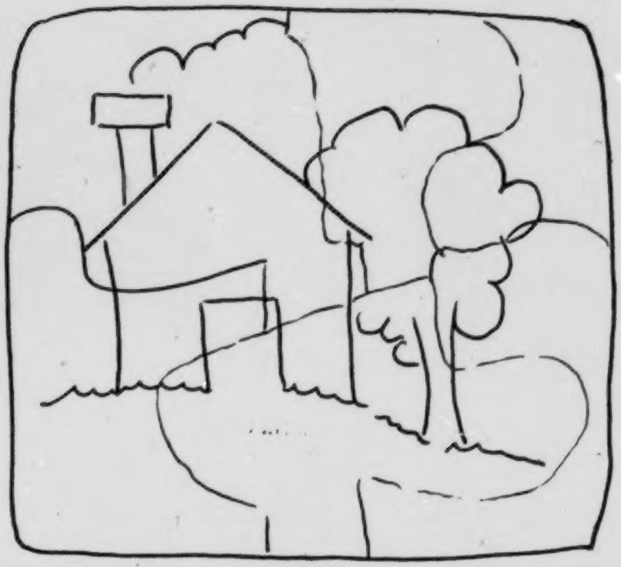
Game: Puzzle-O

Skill Area: Visual Perception

Supplies: Pictures which would make good puzzles (at least 8" x 10" in size), cardboard, contact paper, paste, scissors.

How to Play: Have your child find several large pictures which he likes and cut them out for him. Help your child paste his pictures on cardboard. When the paste has dried, cut the pictures up into 4 or 5 irregular pieces. Have your child put the pieces back together after you mix them all up.

Good Idea Tips: Before you cut the picture up, put clear contact paper over the picture so that it can be used time and time again and still stay in good condition.



Game: Clock Talk

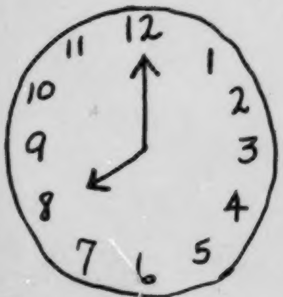
Skill Area: Visual Perception

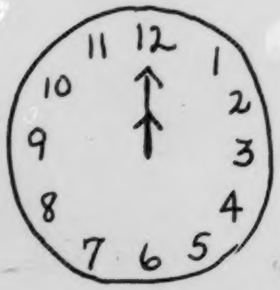
Supplies: Cardboard, a paper plate, scissors, a ruler and pencil, a brad fastener, colors or felt markers.

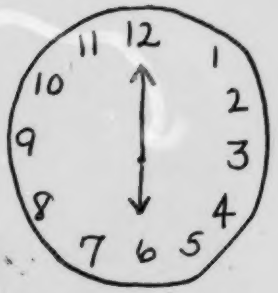
How to Play: On the paper plate, draw a clock face (using the ruler and the pencil to get it as accurate as you can). Then make a long hand and a short hand and attach them to the middle of the clock face with the brad fastener. If your child is young, you will be teaching only different times of the day--like the time when you eat your breakfast, the time you eat lunch, when you go to bed, etc.

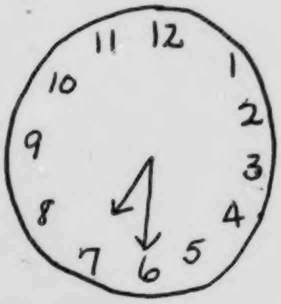
Good Idea Tips: If your child is older (in late 1st or 2nd grade), you can start to teach really telling time.

Here is a game which your child can play--and he doesn't even need to be able to tell time! Make a set of cards from cardboard or construction paper with different times on it. (You draw clocks on each card and then draw hands to show different times). Then have your child draw a card and make the hands on the big paper plate clock match the hands on the card.


Breakfast


Lunch


Dinner


Bedtime

Game: Color Your World

Skill Area: Auditory and Visual Perception

Supplies: None

How to Play: As you are driving, walking with your child, or not doing anything, play this game.

Give your child the name of a color and have him tell you all the things that he can think of that are that color.

Good Idea Tips: Later, time him. Give him points for each response he gives in 30 seconds.

Sample: Yellow

Banana
Lemon
Sun
Birds
Ball, etc.

Game: Listening to Letters

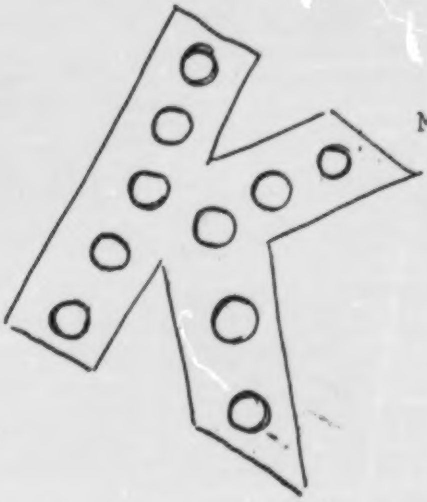
Skill Area: Auditory Perception

Supplies: None needed

How to Play: You say a two or three letter sequence and have your child repeat it.

Example: You: a,b,c
Child: a,b,c

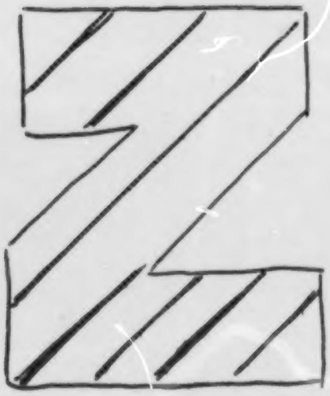
Make your sequences longer as he learns.

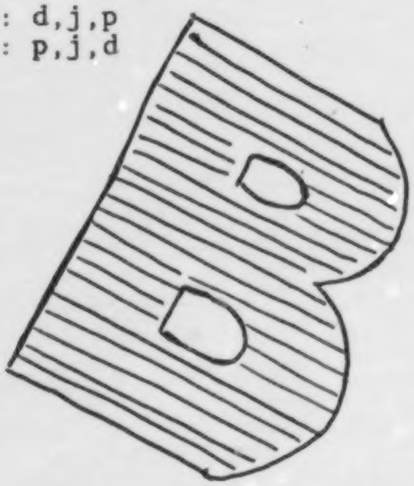


Good Idea Tips: You can also do number sequences this way. This will help your child learn his phone number later.

Try this one after your child has learned to play pretty well. Have your child repeat the letters you say backwards.

Example: You: d,j,p
Child: p,j,d





Game: Give a Clue

Skill Area: Auditory Perception

Supplies: None Needed

How to Play: Describe an object or a person that the child knows and have your child tell you what you are giving him clues about.

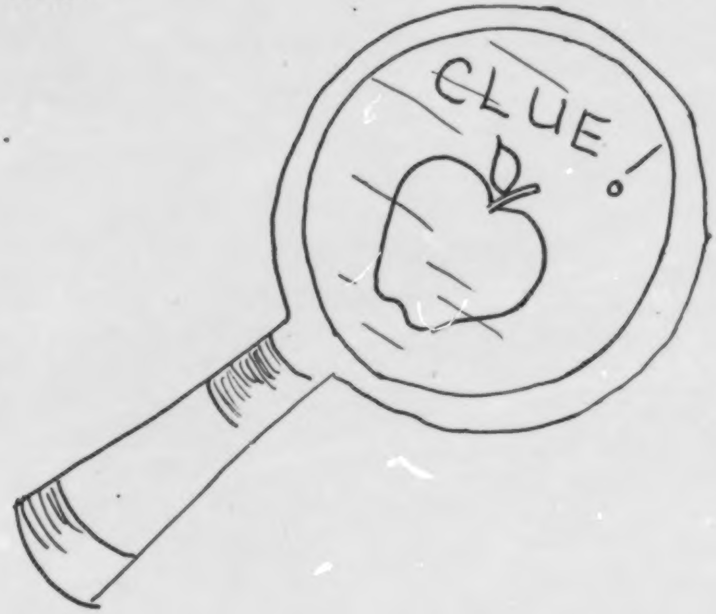
Good Idea Tips: You can play this anywhere and anytime--when you are driving, etc. This keeps your child from jumping around.

Some clues:

It is red.
It grows on a tree.
It is a fruit.
It sometimes gets worms.
(Apple)

It quacks.
It is white.
It has webbed feet.
(duck)

It flies.
It has wings.
(Bird)



Game: Sensible Sayings

Skill Area: Auditory Perception

Supplies: None needed, but a familiar book is useful.

How to Play: Either read or talk about things in this game. If you use a book the child is familiar with, read a few sentences. Then read a sentence leaving off the last word, and ask your child if he can supply a word that would make the sentence make sense.

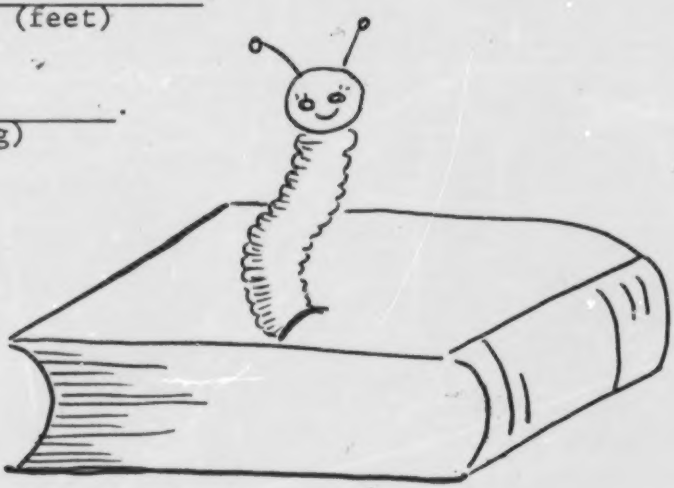
Good Idea Tips: Sample things to say:

In this day it is light.
In the night, it is____________.
(dark)

When you are awake, your eyes are open.
When you're asleep, your eyes are_________.
(shut)

I wear a hat on my head.
I wear shoes on my ___________.
(feet)

A mouse is small,
an elephant is__________.
(big)



Game: Ring-A-Ling

Skill Area: Auditory Perception

Supplies: Bell or horn

How to Play: You say a pair of words that are either opposites (meaning completely different) or alike.

Examples

girl--boy
white--black
big--little
small--little

When your child hears two words that mean almost the same thing, he is to blow the horn or ring the bell.

Good Idea Tips: Play it the other way around with your child ringing the bell when words are not the same.

Some sample pairs:

Opposites	Synonyms (words that mean the same thing)
cold--hot	all--everything
shout--whisper	large--big
off--on	happy--glad
short--tall	unhappy--sad
fat--thin	small--little
fast--slow	none--nothing
night--day	
dark--light	
man--woman	

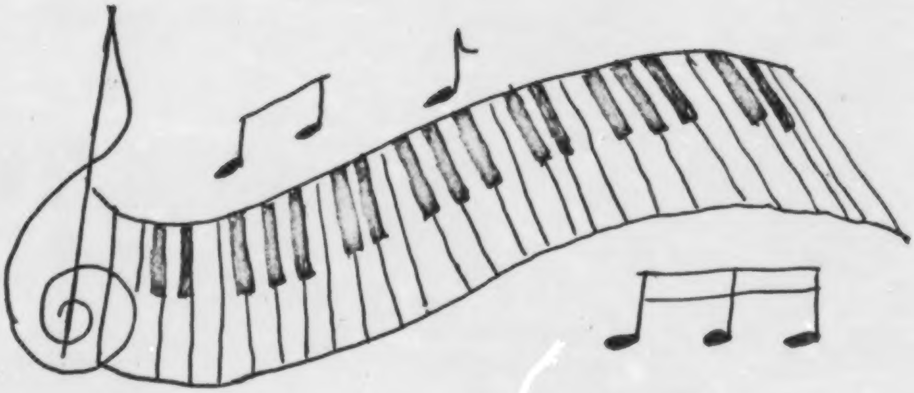
Game: High-Low Game

Skill Area: Auditory Discrimination

Supplies: Piano or pitch pipe

How to Play: You play two different notes on the piano or pitch pipe. Then you repeat the notes. Then, ask your child is the first note you played was higher or lower than the second one.

Good Idea Tips: After your child has gotten this game, add another note (making it three notes you play) and ask him to put them in order from low to high or vice versa.



Game: Rhyme Time

Skill Area: Auditory Perception

Supplies: Rhymming poems, a list of rhyming words

How to Play: Read a poem or rhyme and see if the child can supply the last word.
  Example: Jack and Jill
  went up the _______.

You can also just say words, and have your child give you a rhyming word.
  Example: You: Billy
  Child: Silly

Good Idea Tips: Later, you could tell your child some rhyming words, slipping in a word that doesn't rhyme. Then, have him tell you which word did not rhyme.
  Example: Say, pay, ball
  (ball does not rhyme)

Other rhymes you can use while you think of some of your own:

Who wanted to eat the rat?
Of course, the _________
(cat)

The sky is gray,
Let's go inside to _______
(play)

I like to have fun.
I jump and ___________
(run)

In the lake, on a log
I saw a green ugly_________
(frog)

Hey diddle diddle
The cat had a ________
(fiddle)

I am not mad
I'm happy and ________.
(glad)

Rain, rain, go away
come again some other
________.
(day)

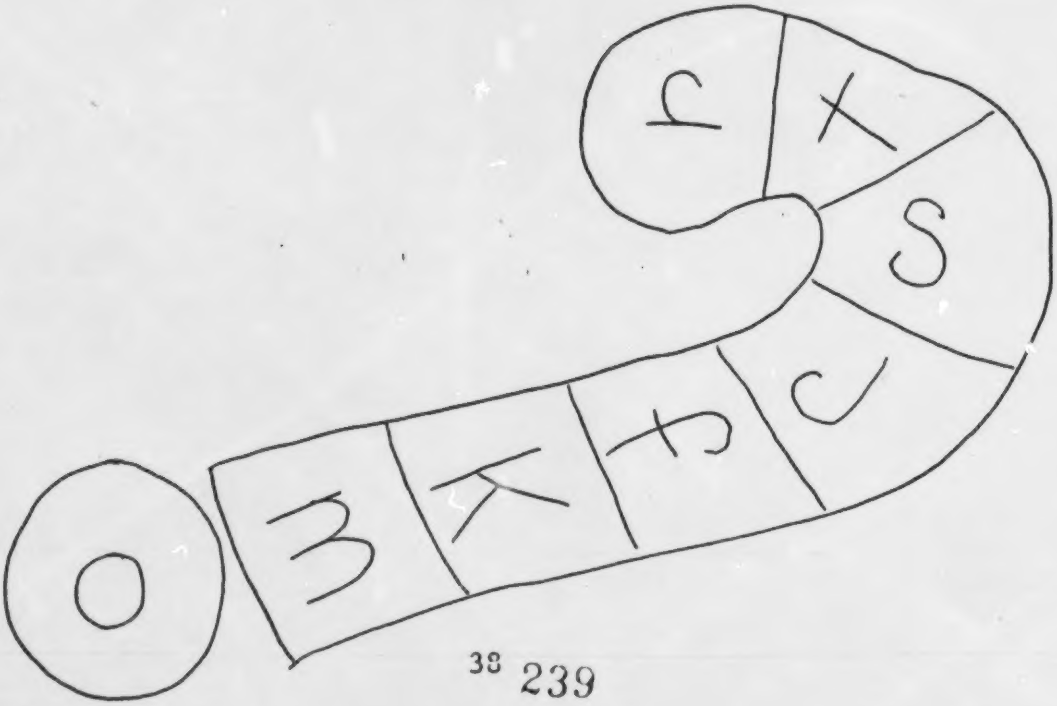
Game: Question Hopping

Skill Area: Gross Motor

Supplies: Chalk or masking tape if this is to be done indoors.

How to Play: Draw a hopscotch course in the shape of a question mark (or make one with tape) that is about 6' long and 4' wide. Have your child do different things on the hopscotch board like hopping from one end to the other on one foot, with both feet, etc. Then, put shapes, numbers, or letters down in the spaces and have your child follow your directions: Jump to the m; Skip the square with the 2 in it; Put both feet on the space with the circle; etc.

Good Idea Tips: A fun way to play with more than one child is to have one child hop through the board, stopping to put his initials or his name in one of the spaces. Then, any child who follows must skip that space and will also initial a space. Children can get points for not touching lines and can lose points if they accidently hop into a space someone has initiated.



Game: How's the Weather

Skill Area: General Knowledge

Supplies: A large piece of cardboard, colors, a ruler, glue, and colored construction paper.

How to Play: You need to help your child prepare for this game. Draw a large calendar for this large piece of cardboard. Now, taking the colored construction paper, draw shapes which represent different weather conditions that can occur:

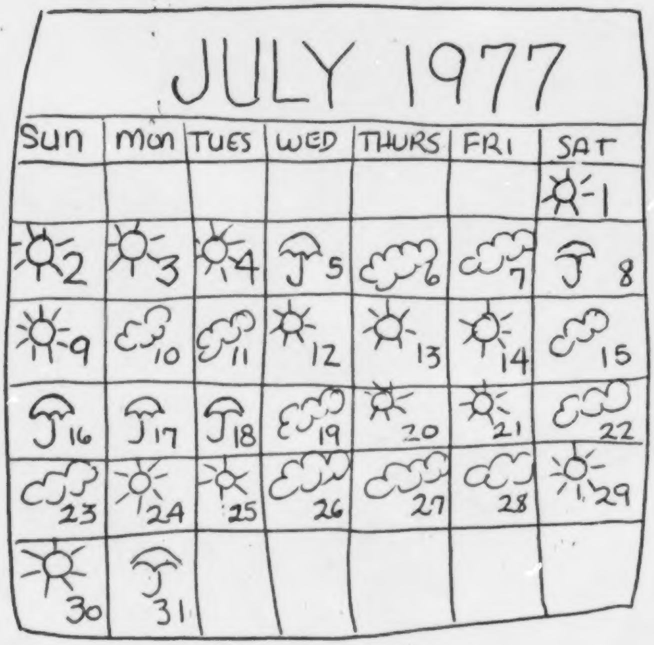
sunny day

cloudy day

rainy day

Tell your child that each morning, he is to look out the window and see what the weather is like. He can then glue or tape the right weather sign on each day. At the end of the month, he can make a record of how many sunny, cloudy, or rainy days there were that month.

Good Idea Tips: Later, you might help your child with recording the daily temperature on his calendar, too.



JULY 1977

SUN	MON	TUES	WED	THURS	FRI	SAT
						☀ 1
☀ 2	☀ 3	☀ 4	☂ 5	☁ 6	☁ 7	☂ 8
☀ 9	☁ 10	☁ 11	☀ 12	☀ 13	☀ 14	☁ 15
☂ 16	☂ 17	☂ 18	☁ 19	☀ 20	☀ 21	☁ 22
☁ 23	☀ 24	☀ 25	☁ 26	☁ 27	☁ 28	☀ 29
☀ 30	☂ 31					

← Example only, check your calandar for proper days and dates.

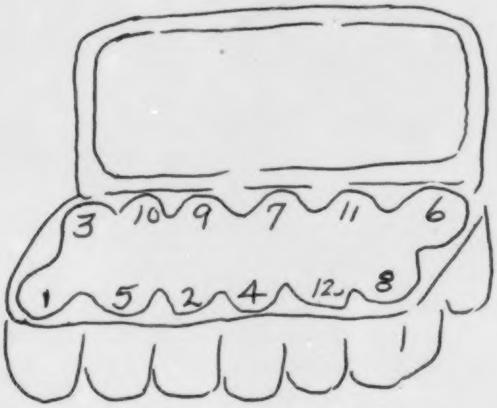
Game: Scrambled Eggs

Skill Area:

Supplies: An egg carton, scissors, beans, markers, colors, or makers.

How to Play: On the inside bottom of each egg section, put the numbers 0,1,2,3,4,5, 6,7,8,9,10. Then, give your child a number of beans in each section that corresponds with the number written in the section. A good idea would be not to put the numbers in order in the sections. Skip around (1,6, 3,4, etc.)

Good Idea Tips: This can be done with shapes, colors, etc.



Game: What is It?

Skill Area: Auditory Discrimination

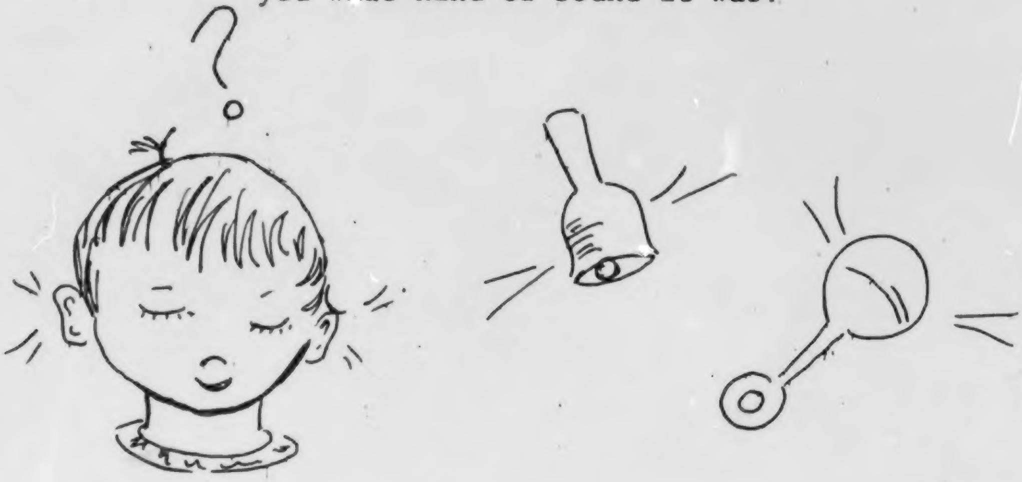
Supplies: Paper, bells, horns, pennies, rattles, cymbols, drums, etc . (anything that makes a pretty easily recognizable sound).

How to Play: Your child is to turn his back or close his eyes for this game. In this game you are to do something which makes a sound (ring the bell, clap your hands, drop the money, shake a rattle, etc.) You child is to tell you what the sound is.

Good Idea Tips: If you have several children, one can be the listener. When the child has turned his back, one child will say something in his regular voice. The listener is to tell who it is.

You can make a number of sounds and have your child tell you how many sounds he heard.

You can make loud and soft sounds or high and low sounds and have your child tell you what kind of sound it was.



Game: World Round

Skill Area: Auditory Perception

Supplies: None

How to Play: You and your child/children sit on the floor to play this game. You start by setting a rhythm like: slap thighs twice, clap hands twice, snap fingers twice. Do this with your child until he can do it alone with you. Then after you have done a series of slapping thighs, clapping hands, and snapping your fingers, say something like "animals". This means that each person in turn will name an animal.

Good Idea Tips: Start this game slow. Later, you can go fast.

Sample round:

Slap,	slap.	Clap,	clap.	Snap,	snap.	Person 1:	Animals
"	"	"	"	"	"	Person 2:	Dog
"	"	"	"	"	"	Person 3:	Cat

etc.

Game: Travel Talk

Skill Area: Auditory Perception

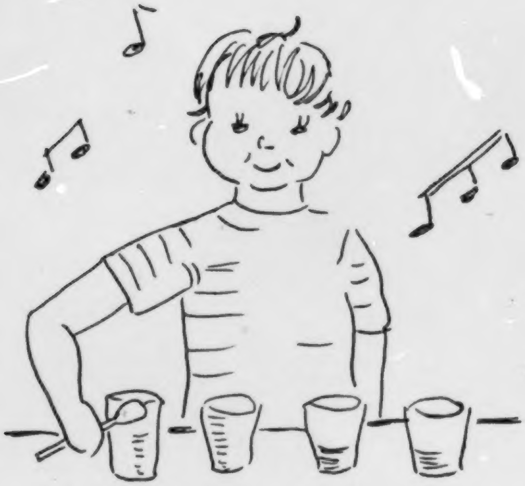
Supplies: None

How to Play: You start the game by saying. "I am taking a trip and in my suitcase I will pack a bat." Your child follows you by saying, I am taking a trip an in my suitecase, I will pack a bat and a ball." Then, you will continue by repeating what has already been said and adding one. This goes on until someone misses. Note that everything you pack begins with the same letter. Any letter can be substituded.

Good Idea Tips: Instead of starting all the things packed with one letter, do articles depending on alphabetical order.

Example: apple, bat, car, doll, elephant. etc.

Game:	Music Maker
Skill Area:	Auditory Discrimination
Supplies:	8 glasses, water, and a pencil
How to Play:	Fill the glasses with different amounts of water and make sure that you have 3 **matching** pairs of glasses. Then you have your child turn his back to the glasses. You tap on two of the glasses and ask the child to tell you if the two of you tapped make the same sound (the ones filled with the same amount of water sound the same).
Good Idea Tips:	At first, make the amounts of water between each matching set very different. Later, increase the number of pairs of glasses. For fun, let your child just try to play tunes on the glasses.



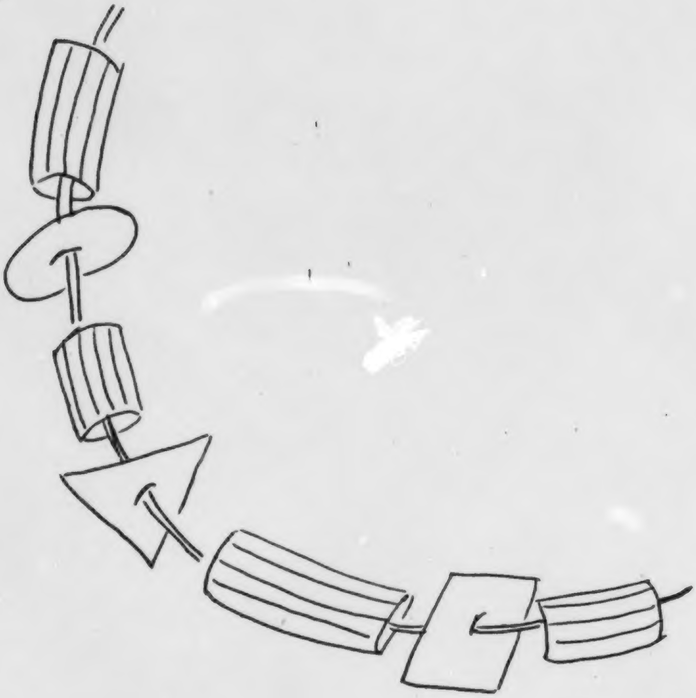
Game: Straw Jewelry

Skill Area: Fine Motor

Supplies: Straws with large holes in them (cut into pieces of different sizes), colored construction paper, yarn (or string or shoelaces).

How to Play: Have your child cut the straws up into pieces of varying size. He will be threading the pieces of straw together to make what he wants. To make it easier for him to string the straws, wrap a piece of tape around one end of the yarn. Then, let your child string each straw.

Good Idea Tips: Construction paper can be used to make flowers squares, etc. that a child can put between the pieces of straw to decorate his jewelry.

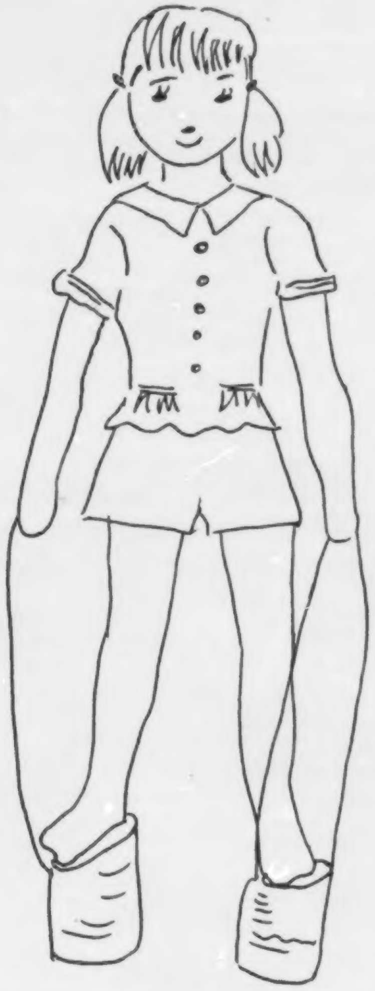


Game: Walking Tall

Skill Area: Gross Motor

Supplies: 2 Large empty coffee cans, clothesline rope, a hammer and nail.

How to Play: Make holes near the top of the cans (2 on each side) near the closed end of the can with the hammer and nail. Put the rope through the holes and tie the ends together. (A good rule to follow: each piece of rope should be as long as the child's height). Do this with both cans. Now your child can put his feet on each can and walk, holding the rope up tight.

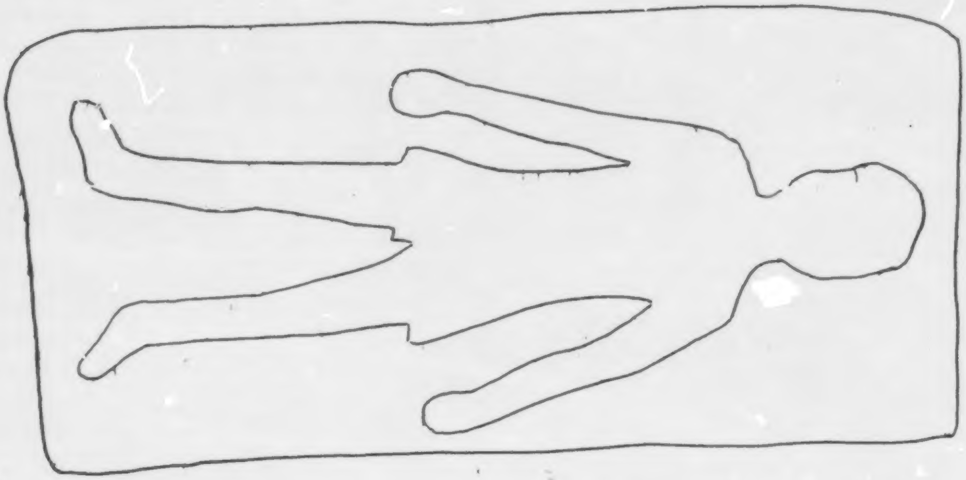


Game: A Paper Me

Skill Area: Self Awareness

Supplies: A large sheet of paper (like a roll of wrapping paper or brown paper), colors, scissors, glue, scraps of cloth, paper, and yarn.

How to Play: Help your child spread the paper on the floor. The paper should be at least as big as your child is. If the paper will not lay flat, tape the edges to the floor. Let your child lie down on the paper while you trace around him. (Have him lie face up). After this, let your child decorate himself any way he wishes with the paper, yarn, and material. He can then cut him out and hang it on his bedroom door.

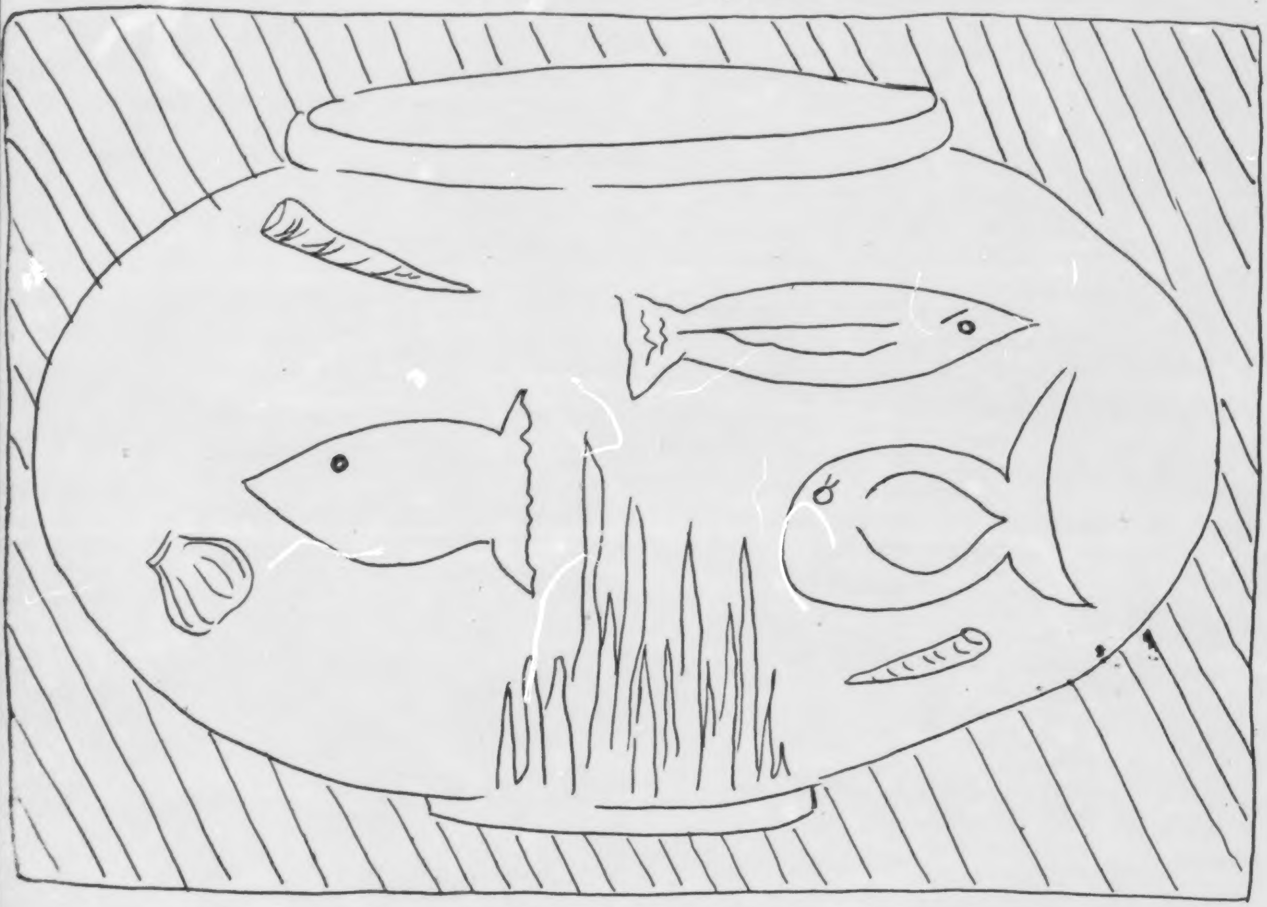


Game: Something Fishy

Skill Area: Fun

Supplies: White paper, blue paint or food coloring, a paint brush, shells, glue, colors, plastic wrap, tape black construction paper.

How to Play: Have your child draw an underwater picture of fish, shells, etc. on the white construction paper. Then, use blue paint or food coloring and paint over the picture (the paint will not stick to the colors). Then have your child glue on shells if he has some and cover the entire picture with the clear plastic wrap around the back to the picture and taping it there. Then, using the black construction paper, have your child raw an aquarium or fish bowl shape and cut it out. Paste the border onto the other picture.



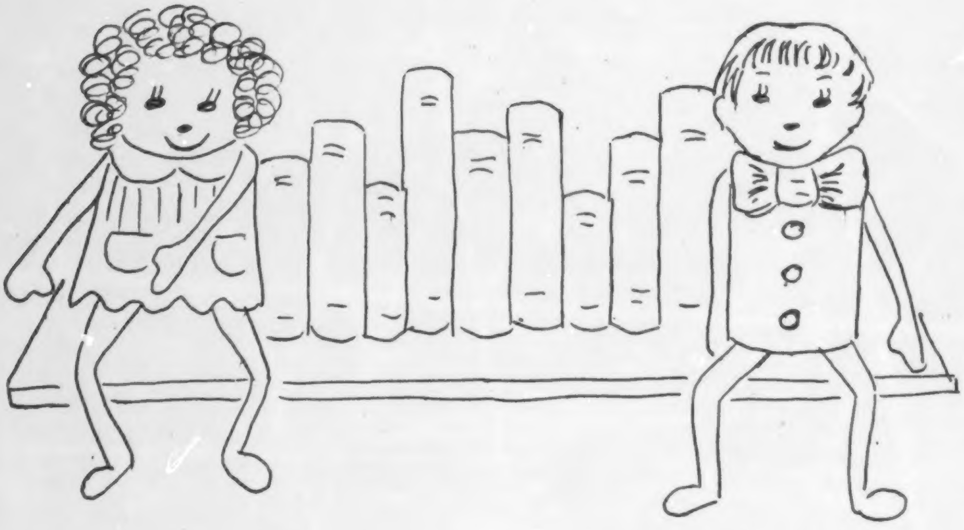
Game: Book Mates

Skill Area: Fun and Creativity

Supplies: 2 Oatmeal boxes or coffee cans, sand or rocks, construction paper, scraps of cloth, yarn, masking tape, glue.

How to Play: Have your child fill each can or box with sand or rocks and then tape the lid on. Help him cover the cans with construction paper (like pink for the face area and blue for the clothes). Then he can use scraps of yarn for hair, buttons, jewerly, etc. Now he has a pair of book ends for the book he has written.

Good Idea Tips; Let your child attach arms and legs if he likes--long enough to hang over the shelves,



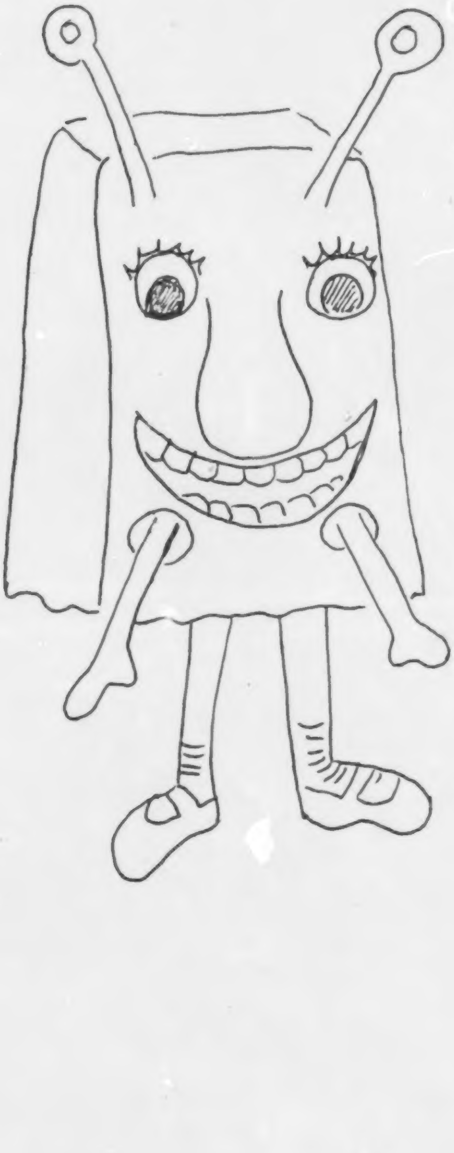
Game: Costume Capers

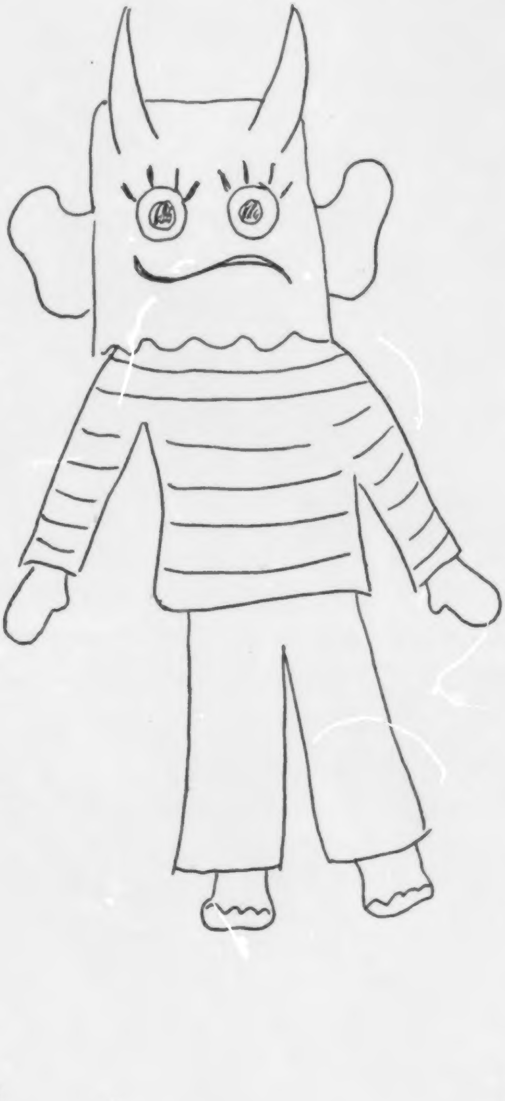
Skill Area: Fun and Creativity

Supplies: Grocery bags, colors or felt markers, yarn, scissors, paper, cloth scraps.

How to Play: Help your child cut 3 holes in the grocery bag for the neck and arms. Let your child decorate his costume by coloring, gluing on pockets, belts, buttons, yarn, etc.

Good Idea Tips: Children can make masks rather than full body costumes in this same manner.





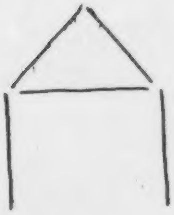
Game: Make it with Toothpicks

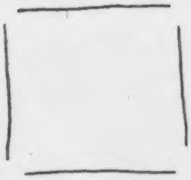
Skill Area: Fine Motor

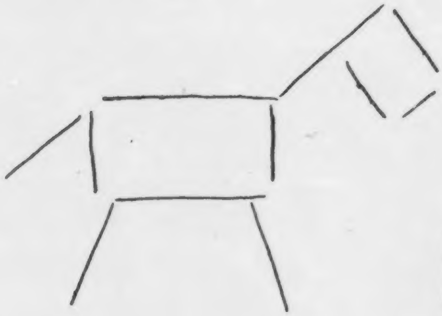
Supplies: A box of toothpicks (colored ones are nice).

How to Play: Using toothpicks, from pictures with them and have your child copy the picture or design. Then, let your child make a picture for you to copy.

Good Idea Tips: For a very young child, you might see about using popsicle sticks instead of toothpicks. They are easier to handle and do not require as much coordination.

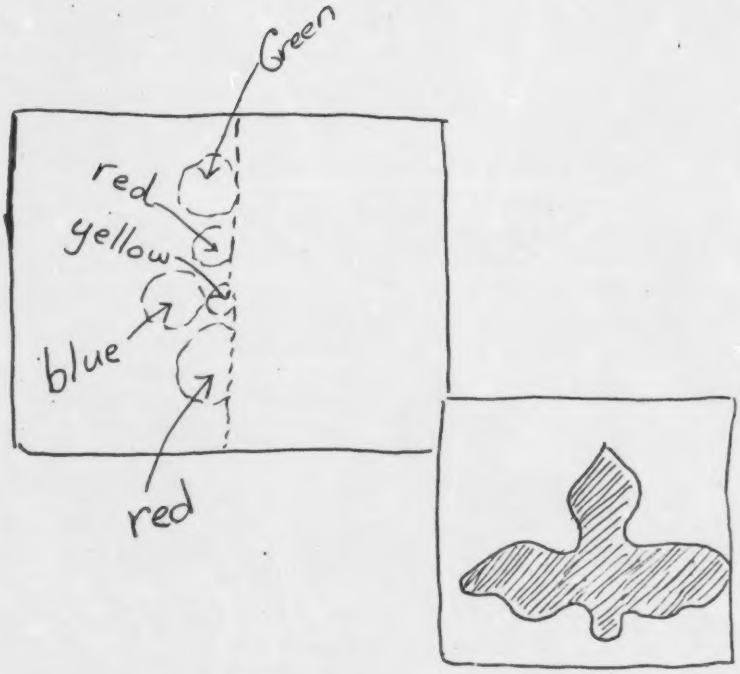






TOOTHPICKS

Game:	Dropper Artist
Skill Area:	Creativity Fun
Supplies:	Poster paint, paper, and eye droppers (the same number as number of colors to be used).
How to Play:	Be sure to tell your child not to get droppers mixed up. Each color should have its own eye dropper. Then, fold a piece of paper in half (widthwise is best). Using the eye dropper, have your child put paint on only one side of the fold. Then, let him fold his paper in half (along the fold already in the paper) and press the halves together gently. He can then open the paper and he will be surprized at what he has created.



Game: Bubble Fun

Skill Area: Fun

Supplies: A towel to keep your child's clothes dry, a little water in the sink or bowl, detergent or soap flakes, and lots of things your child can use to play in the soap (an egg beater, a funnel, spoons, etc.)

How to Play: Let your child think of different things he can do with his bubbles. He can measure, pour, make things, etc.

Good Idea Tips: This activity can also be done outdoors.

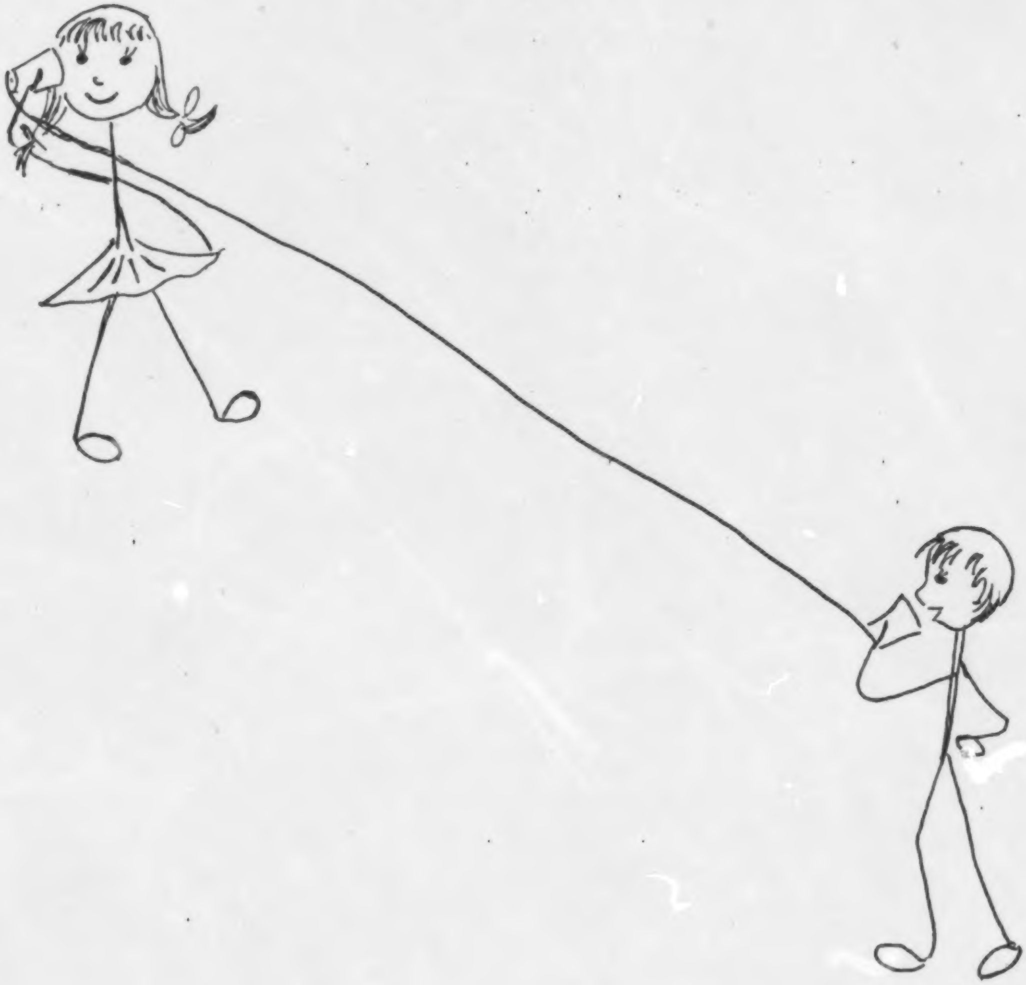
Also, put a small amount of water and some detergent into a paper cup. Give the child straw and tell him to blow into the paper cup. Remind him not to suck in! Watch the bubbles start up.

Game: String Ringer

Skill Area: Fun and Creativity

Supplies: 2 Paper cups or empty juice cans (the cans work best) a long string (around 20 feet).

How to Play: Poke a hole in the end of each can. Put one end of the string to the inside of the can through the hole. Tie a knot to keep it from slipping out. You and your child can now talk on your "phone". Remember, keep the string pulled rather tight.



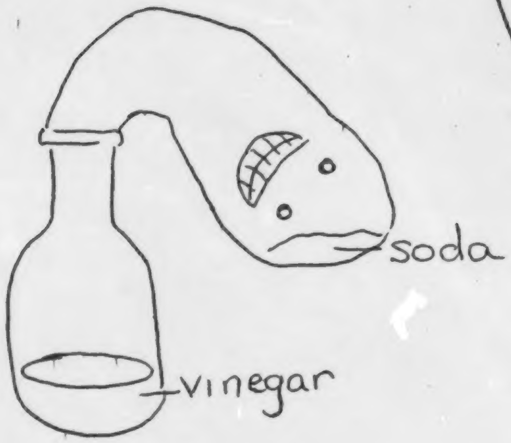
Game: Fizzle Face

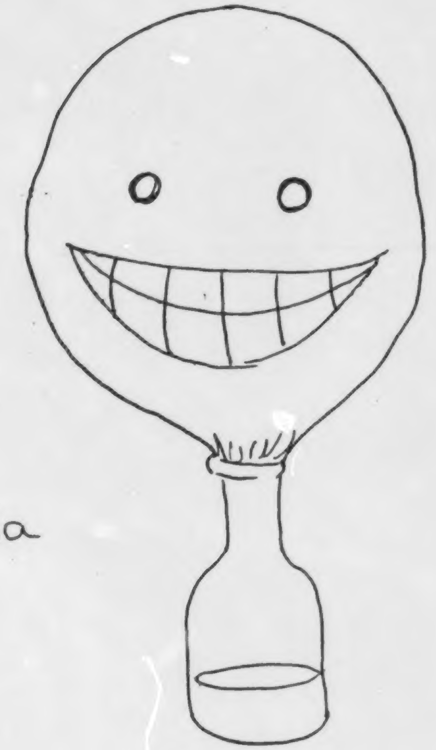
Skill Area: Fun

Supplies: A pop bottle, vinegar, baking soda, a teaspoon, a small balloon.

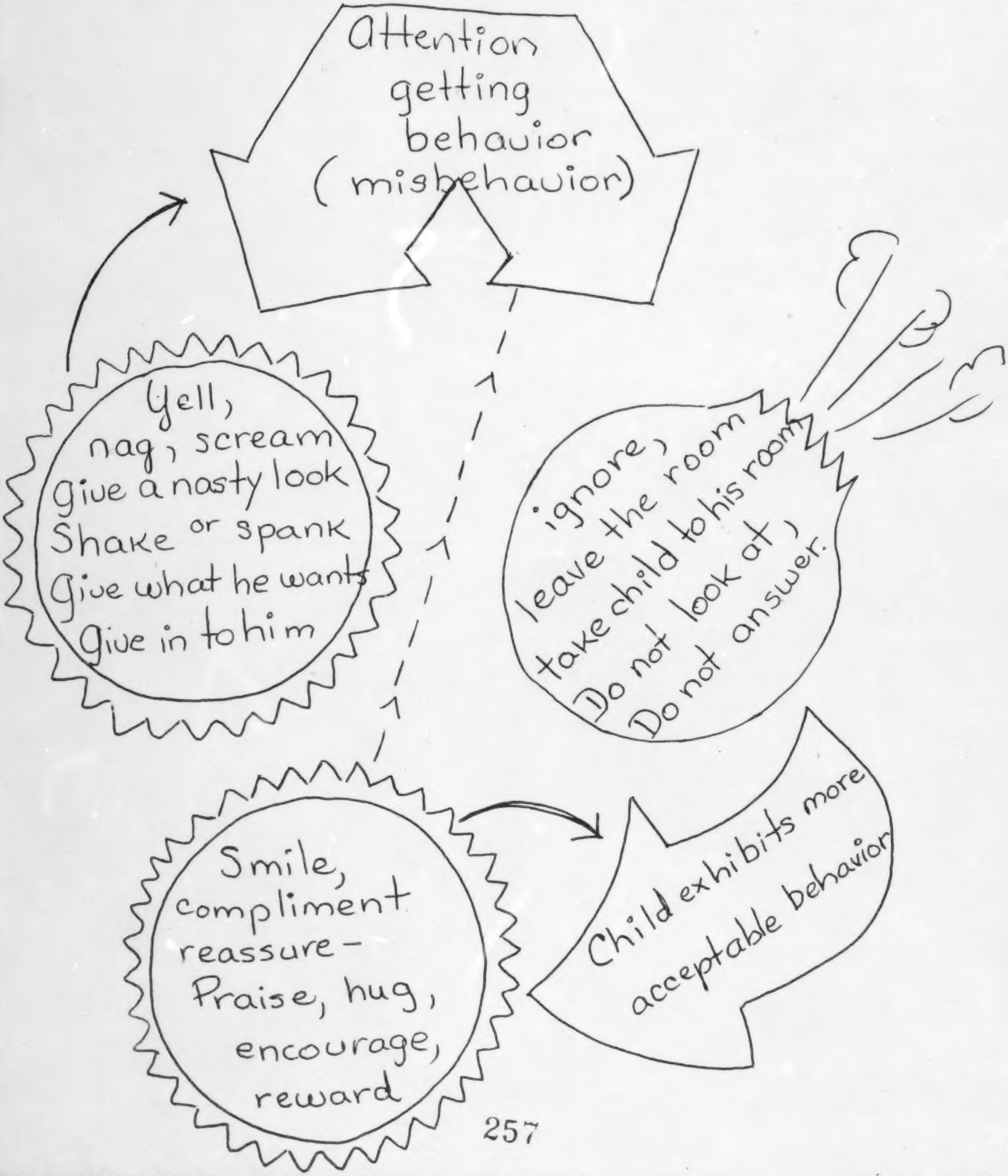
How to Play: Pour vinegar into the bottle (about an inch deep). If your child wishes to do this, let him work over the sink. Then, have him draw a face on the balloon with a marker. After this, help him put 2 teaspoons of baking soda into the balloon. Then quickly slip the open end of the balloon over the neck of the bottle and watch what happens!

If you don't have a balloon, add the baking soda to the vinegar in the glass and watch it foam.





A Behavior Modification Model


attention getting behavior (misbehavior)
Yell, nag, scream
give a nasty look
Shake or spank
give what he wants
give in to him
ignore,
leave the room
take child to his room
Do not look at,
Do not answer.
Smile, compliment
reassure -
Praise, hug,
encourage,
reward
Child exhibits more acceptable behavior

RX CHECKLIST

A. Self help skills: Can your child help himself in the following areas?

	yes	no	soon
1. Feeding	☐	☐	☐
2. Drinking	☐	☐	☐
3. Washing hands	☐	☐	☐
4. Bathing	☐	☐	☐
5. Undressing	☐	☐	☐
6. Toileting	☐	☐	☐
7. Dressing	☐	☐	☐
8. Brushing teeth	☐	☐	☐

B. Responsibilities: Do you encourage your child to help around the house by assigning simple duties?

	yes	no	soon
1. Putting away toys	☐	☐	☐
2. Dusting	☐	☐	☐
3. Setting table	☐	☐	☐
4. Clearing table	☐	☐	☐
5. Feeding a pet	☐	☐	☐
6. Folding towels	☐	☐	☐
7. Others	☐	☐	☐

C. Bedtime: Do you help your child at bedtime by setting appropriate rules and having quiet activities?

	yes	no	soon
1. Bed time set	☐	☐	☐
2. Quiet 1 hr. before	☐	☐	☐
3. Read to him	☐	☐	☐
4. Allow him to look at a book in bed.	☐	☐	☐
5. Allow no excuses	☐	☐	☐
6. Remind him about drinks and toileting before.	☐	☐	☐

SIX IMPORTANT THINGS TO REMEMBER:

*LISTEN: Pay attention to what your child is saying. Discuss sounds that you hear with him.

*SPEAK: Talk to your child from the day he is born. Discuss the things you are doing, seeing and hearing. Help him imitate sounds, classify objects (foods, plants, animals, birds) and sing to him.

*READ: Read to your child something he chooses or likes every day. Discuss it with him (What will happen next? What do the pictures say?) Write down a story he tells. Buy him his own books and take him to the library. Enjoy reading yourself!

*INTERACT: Help your child to learn about his family, relatives and relationships, the generation, birth and death. Let him help plan family activities. Praise and encourage him when he deserves it.

*GUIDE: Guide your child's television activities by choosing better programs for children. Correct misconceptions that could develop through the influence of some shows and advertisements.

Home management suggestions

1. Be firm — Establish clear ground rules when the child is young and keep these rules (with whatever needed amendments) on into adolescence. As the child improves in judgement, give him more leeway.

2. Do not flood the child with petty time-consuming decisions

   For example, what dress or shirt to wear, etc. If he dawdles and shows indecision, then make these decisions for him.

3. Whenever possible, do consider his opinion in some larger matters.

   For example, to go or not to go to Jimmy's birthday party, to go fishing with a friend, etc. If these are no real reason to deny the child, then allow him the option of "yes" or "no".

4. Do not haggle or negotiate or wheedle about small things.

   An extra TV program, whether or not a helping of a new food is accepted, etc. A decision, even if it's in error, is better than haggling. Have faith in yourself.

5. Give the child chores by all means.

   Setting the table for supper, helping serve at the table, clearing the dishes, making the bed etc. Boys as well as girls should do these chores. Parents must share their duties and chores with their child, for the child's good. Such activities build self-discipline and a sense of responsibility. Select one or two chores and be prepared for the fact that it will take your time, effort, goodwill, and MANY calm reminders to get these chores done. Withholding a desired privilege for a short time may be necessary if the child fails to do the chores assigned.

6. Short lists of tasks are excellent to help a child remember

   A list is impersonal and reduces irritations; the child will gain satisfaction as he checks off tasks completed.

7. In the majority of instances, parents should not try to tutor their own child

> It is helpful to a youngster who has problems in reading to have someone in the family read material aloud for content purposes. But to "teach" a child spelling or reading words, or to drill him on the concepts of mathematics, is unsuccessful. More is lost because of the strained relationships which often result than is gained in improved skills.

8. Punishment should be:

   a. Designed to fit the child and to vary with the offense. The cardinal rule is to "punish BEHAVIOR and not the child."
   Generally, physical punishment should be avoided because other forms of discipline (short periods of isolation or withholding privileged activities) focus more on the behavior of the child and less on the child's self-concept.
   Realistically, however, some physical punishment is likely, and care should be taken to be sure that it is not too severe or prolonged.

   b. Punishment should follow immediately after the offense so that the association between the undesirable behavior and the punishment which follows such action will be strengthened.

   c. Punishment should be of short duration. It must clear the air; the parent should not continue to accuse and grumble, but the child may be allowed to grumble a bit.

Webster, Elizabeth J. (ed.), Professional Approached with Parents of Handicapped Children, (Illinois, Charles C. Thomas, Publisher, 1976), pp; 213-214.

TOUCH ACT TO FOLLOW

As a result of growing concern by parents and professionals over the effects of television on youngsters, Action for Children's Television makes these suggestions:

1.

Talk about TV with your child!

Talk about programs that delight your child.

Talk about programs that upset your child.

Talk about the differences between make-believe and real life.

Talk about ways TV characters could solve problems without violence.

Talk about violence and how it hurts.

Talk about TV foods that can cause cavities.

Talk about TV toys that may break too soon.

2.

Look at TV with your child!

Look for TV behavior your child might imitate.

Look for TV characters who care about others.

Look for women who are competent in a variety of jobs.

Look for people from a variety of cultural and ethnic groups.

Look for healthy snacks in the kitchen instead of on TV.

Look for ideas for what to do when you switch off the set.

Read a book...draw a picture...play a game.

3.

Choose TV programs with your child!

Choose the number of shows your child can watch.

Choose to turn the set off when the program is over.

Choose to turn on public television.

Choose to improve children's TV by writing a letter to a local station..to a television network..to an advertiser..to Action for Children's Television.

HOW TO RAISE A DELINQUENT: TEN EASY RULES

1. Begin at infancy to give the child everything he wants. In this way he will grow up to believe the world owes him a living.
2. When he picks up bad words, laugh at him. This will make him think he's cute.
3. Never give him any spiritual training. Wait 'till he is 21 and then let him "decide for himself."
4. Pick up everything he leaves lying around--books, shoes, clothes. Do everything for him, so that he will be experienced in throwing all responsibility on others.
5. Quarrel frequently in his presence. In this way he will not be too shocked when the home is broken later.
6. Give a child all the spending money he wants. Never let him earn his own. Why should he have things as tough as you had them?
7. Satisfy his every craving for food, drink, and comfort. Denial may lead to harmful frustrations.
8. Take his part against neighbors, teachers, policemen. They are all prejudiced against your child.
9. When he gets into real trouble, apologize for yourself by saying, "I never could do anything with him."
10. Prepare for a life of grief. You are bound to have it.

Prepared by the Police Department
of Houston, Texas

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